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ABSTRACT

A cooperative project received a federal education grant to provide workplace literacy education in communications, mathematics, and problem-solving skills for the printing/graphic arts industry. Partners in the 18-month program were Catonsville Community College in Baltimore (Maryland), the printing industries of Maryland and Southern Pennsylvania, and several area printing/graphic arts companies. Program components included the following: recruitment of company participants through the trade association, recruitment of employee participants, assessment of need among volunteers, assignment of employees to courses and levels according to the assessment, and courses conducted in-house by community college instructors or company training officers at the levels specified. Curriculum materials were developed through a needs assessment and were specific to the printing industry. Employee assessment was conducted carefully to avoid the mention of "testing" and to ensure confidentiality. Twelve-week sessions of classes were held according to identified needs. Employees were enthusiastic about the classes and a high level of participation was achieved. Employers also were enthusiastic about the classes and their effects on the employees, except when participation took employees off the floor at peak periods. (Appendixes to the report include the following: samples of management meeting handouts, sample marketing material, a Cloze document used for assessment, Comprehensive Adult Student Assessment System student profile/competency sheets, individual learning plan, learner competency profile sheets, literacy task analysis documents, participant recognition certificate, intake and follow-up participant questionnaires, a course evaluation form, a supervisor survey, publicity and press clippings, and an outside evaluator's final evaluation report, which questioned the effectiveness of the assessment instrument used and reported that supervisors saw no change in employee performance.) (KC)

ED355367

Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

A WORKPLACE LITERACY CONSORTIUM FOR THE PRINTING INDUSTRY MARCH 1991 - NOVEMBER 1992

FINAL REPORT NATIONAL WORKPLACE LITERACY GRANT AWARD #V198A10280

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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CE 063 192

PREPARED BY:
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FEBRUARY 1993

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Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

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ABSTRACT

1. PROGRAM TITLE: FY 1991 National Workplace Literacy Program (CFDA 84.198A)

2. PROJECT TITLE: SKILLS TODAY FOR TOMORROW: IMPLEMENTING A WORKPLACE LITERACY CONSORTIUM FOR THE PRINTING INDUSTRY

3. AWARD NUMBER: V198A10280

4. PROJECT DIRECTOR: Laura E. Weidner
(410) 455-4501

5. FUNDS BY FISCAL YEAR:

Federal:	$ 240,500
Non-Federal:	$ 155,767*
Total Funds:	$ 396,267

Federal Funds = 61% of total funds

6. AWARD PERIOD: March 1, 1991 - August 31, 1992
(no-cost extension to November 30, 1992)

7. FEDERAL OFFICERS: Sarah Newcomb, Program Officer
Constance Tyne, Grants Officer

8. PARTNERS: Catonsville Community College
Printing Industries of Maryland & Southern Pennsylvania
Port City Press
Admiral Envelope, Inc.

9. PURPOSE: The purpose is to improve the productivity of the workforce through improvement of literacy skills in the workplace by providing on-site basic skills instruction to employees in the printing industry.

* Additional Non-federal funds (worker release time for assessment and instruction) equals $ 141,874. This amount was not reported as part of the required in-kind funds.

SKILLS TODAY FOR TOMORROW
KEY EVENTS TIMELINE
MARCH 1991- NOVEMBER 1992

MARCH 1, 1991	SKILLS TODAY FOR TOMORROW FUNDED BY U.S. DEPT OF EDUCATION
APRIL 1, 1991	PROJECT DIRECTOR ON BOARD
APRIL 25, 1991	FIRST EMPLOYEE RECRUITMENT MEETINGS
MAY 1-3, 1991	DEPARTMENT OF EDUCATION PROJECT DIRECTORS' MEETING WASHINGTON, D.C.
JUNE 17, 1991	CLASSES BEGIN AT PORT CITY PRESS LEVEL I (CLASS 1, 2, 3)
SEPTEMBER 5, 1991	PRESS CONFERENCE AND KICK-OFF AT PORT CITY PRESS
SEPTEMBER 24, 1991	SECOND ROUND OF CLASSES BEGINS AT PORT CITY PRESS LEVEL II MATH MODULE (CLASS 4, 5, 6) LEVEL I: CONTINUATION (CLASS 7)
OCTOBER 22, 1991	DISSEMINATION PANEL PRESENTATION AT MSDE PROFESSIONAL DEVELOPMENT INSTITUTE: COLUMBIA, MARYLAND
OCTOBER 28, 1991	CLASSES BEGIN AT BINDAGRAPHICS INC. LEVEL I (CLASS 8, 9)
OCTOBER 29, 1991	DISSEMINATION SEMINAR AT "BC 2001": TOWSON, MARYLAND
NOVEMBER 11, 1991	CLASSES BEGIN AT MARYLAND COMPOSITION LEVEL I (CLASS 10)
NOVEMBER 25, 1991	CLASSES BEGIN AT CO-OP SITE: ALPHA GRAPHICS LEVEL II MATH MODULE (CLASS 11)
JANUARY 13, 1992	CLASSES BEGIN AT WAVERLY PRESS LEVEL I (CLASS 12, 13, 14)
JANUARY 16, 1992	DISSEMINATION SEMINAR AT AFACCT CONFERENCE: BALTIMORE, MARYLAND
FEBRUARY 10, 1992	SECOND ROUND OF CLASSES BEGINS AT BINDAGRAPHICS LEVEL II MATH MODULE (CLASS 15) LEVEL I: CONTINUATION (CLASS 16)

FEBRUARY 11, 1992	THIRD ROUND OF CLASSES BEGINS AT PORT CITY PRESS LEVEL II MATH MODULE (CLASS 17) LEVEL II CRITICAL THINKING MODULES (CLASS 18, 19, 20)
MARCH 9, 1992	SECOND ROUND OF CLASSES BEGINS AT CO-OP SITE: ALPHA GRAPHICS LEVEL II CRITICAL THINKING MODULE (CLASS 21)
MARCH 16, 1992	CLASSES BEGIN AT GAMSE LITHOGRAPHING LEVEL I (CLASS 22) LEVEL II CRITICAL THINKING MODULE (CLASS 23, 24)
APRIL 5, 1992	TWO DISSEMINATION WORKSHOPS AT MAACCE CONFERENCE: ANNAPOLIS, MARYLAND
MAY 4, 1992	SECOND ROUND OF CLASSES BEGINS AT WAVERLY PRESS LEVEL II MATH MODULE (CLASS 25) LEVEL II CRITICAL THINKING MODULE (CLASS 26, 27)
MAY 19, 1992	THIRD ROUND OF CLASSES BEGINS AT BINDAGRAPHICS LEVEL II CRITICAL THINKING MODULE (CLASS 28, 29)
JUNE 5, 1992	DISSEMINATION SEMINAR AT GRAPHIC ARTS INSTITUTE: DENVER, COLORADO
JULY 7, 1992	FOURTH ROUND OF CLASSES BEGINS AT PORT CITY PRESS LEVEL II COMMUNICATIONS MODULE (CLASS 30)
JULY 10, 1992	PROPOSAL FOR EXPANSION AND REPLICATION OF PROJECT SUBMITTED TO DEPARTMENT OF EDUCATION
AUGUST 4, 1992	THIRD ROUND OF CLASSES BEGINS AT WAVERLY PRESS LEVEL II COMMUNICATIONS MODULE (CLASS 31, 32)
AUGUST 24, 1992	CLASSES BEGIN AT CO-OP SITE: AMERICAN TRADE BINDERY LEVEL I (CLASS 33) LEVEL II MATH MODULE (CLASS 34)
AUGUST 31, 1992	NO-COST EXTENSION GOES INTO EFFECT
SEPTEMBER 9-11, 1992	DEPARTMENT OF EDUCATION PROJECT DIRECTORS' MEETING: WASHINGTON, D.C.
SEPTEMBER 16, 1992	DISSEMINATION PANEL PRESENTATION AT NAB CONFERENCE: MIAMI, FLORIDA
OCTOBER 14, 1992	DISSEMINATION SEMINAR AT NCCSCE CONFERENCE: BALTIMORE, MARYLAND

OCTOBER 23, 1992	DISSEMINATION SEMINAR AT PRINTING INDUSTRY SYMPOSIUM: TUCSON, ARIZONA
OCTOBER 27, 1992	DISSEMINATION WORKSHOP AT MSDE PROFESSIONAL DEVELOPMENT INSTITUTE: BALTIMORE, MARYLAND
NOVEMBER 4, 1992	DISSEMINATION SEMINAR AT AAACE CONFERENCE: ANAHEIM, CALIFORNIA
NOVEMBER 17, 1992	FINAL SKILLS TODAY FOR TOMORROW CLASS ENDS AT AMERICAN TRADE BINDERY
NOVEMBER 23, 1992	PARTICIPANT GRADUATION AND RECOGNITION CEREMONY AT CCC
NOVEMBER 25, 1992	SKILLS TODAY FOR TOMORROW CURRICULUM PRINTED
NOVEMBER 30, 1992	FEDERAL FUNDING ENDS

INTRODUCTION

Catonsville Community College (CCC) and Printing Industries of Maryland and Southern Pennsylvania (PIM+SP) have enjoyed a long-standing mutually beneficial relationship for over 17 years. PIM+SP and CCC worked together to develop a grant resulting in the establishment of CCC'S two year degree program in Printing Management Technology, as well as a certificate program in printing. The relationship between PIM+SP and CCC is currently stronger than ever. Together, the association and the college have formed the printing curriculum for the JTPA program, acquired equipment to be used in college printing and upgrade training programs, and developed hands-on training for representatives in the industry.

In early 1990 the PIM+SP Education Committee approached CCC about a growing concern in the industry relating to the basic skills levels of employees. Several local companies had expressed some degree of alarm at their employees' inability to perform tasks requiring basic reading and/or math skills. This local concern was validated further by a study conducted by the National Association of Printers and Lithographers (NAPL) in 1990. This survey reported the lack of adequate basic skills to meet basic job requirements in:

- 41% of bindery workers
- 38% of press workers
- 30% of materials handling workers
- 28% of pre-press workers

Catonsville and PIM+SP conducted a local survey which indicated similar levels of skill deficiencies among workers in the Baltimore Metropolitan area. As a result, PIM+SP asked Catonsville to develop a program to meet those needs in the Baltimore area.

Using these surveys as evidence of need, CCC and PIM+SP submitted a proposal to the U.S. Department of Education for funding under the National Workplace Literacy Grant Program. In March 1991, this partnership was awarded $240,500 to develop and implement a basic skills training program for graphic arts industry.

This document reports the process, outcomes, and recommendations of **Skills Today for Tomorrow.**

START-UP

Though **Skills Today for Tomorrow** was funded beginning in March, 1991, the Project Director was not hired until April 1991, effectively eliminating any period of time dedicated to start-up. The Project Director, Laura E. Weidner, came to Catonsville with over thirteen years of experience in adult literacy, including the management of two computer-assisted adult learning centers and a mobile literacy lab. The remainder of the project staff was not officially hired until June, 1991 when classes began.

The Education Committee of PIM+SP served as the Management Council for the project. This committee is comprised of the Vice President of PIM+SP, ten representatives of the more than 400 PIM+SP members, and a representative from the Continuing Education Division of Catonsville Community College. In addition, the **Skills Today for Tomorrow** Project Director began attending Education Committee meetings at the onset of the project.

The Management Council played a very important role in the project. The Project Director constantly sought input and recommendations from this Council. Because the Education Committee members represent different components of the graphic arts industry (small, medium, & large firms, paper suppliers, ink suppliers, pre-press firms, composition firms, and binderies, among others), they were able to offer excellent suggestions for addressing many of the questions encountered in the project. In addition, since the project staff holds primarily an education background and focus, the business acumen of the Management Council was invaluable.

Three companies had agreed to participate in **Skills Today for Tomorrow**:

Port City Press, Inc.
Admiral Envelope Company
John D. Lucas Printing Company

These three companies are diverse in size and function. Port City Press prints primarily books, journals, and manuals. They can accomplish all parts of the printing process from composition to printing and binding. Port City Press has approximately 285 employees. Admiral Envelope is a very small company with approximately 25 employees. It is a family-owned business that primarily prints envelopes and other small printing jobs. The third company, John D. Lucas Printing, was the largest of the three firms with over 350 employees.

In addition to working closely with the Management Council during the start-up phase of the project, the Project Director began immediate meetings with each of the business partners in the project. At that time CCC learned that John D. Lucas Printing had been sold to new owners in April 1991. The Project Director approached the new management and encouraged involvement in **Skills Today for Tomorrow**. However, due to the financial situation and realigned priorities of the firm, John D. Lucas Printing withdrew its support and did not participate in the project.

The loss of John D. Lucas as the largest business partner necessitated some changes in the structure of the project as originally proposed. After consulting with U.S. Department of Education program staff and the Management Council, the Project Director embarked on a campaign to interest other PIM+SP members in participating in the project as additional sites, not partners. Specifics of marketing will be discussed later in this report.

A summary chart of the roles of each of the partners in Skills Today for Tomorrow follows.

SKILLS TODAY FOR TOMORROW
PARTNER RESPONSIBILITIES

RESPECTIVE ROLES OF THE PARTNERS:	CATONSVILLE COMMUNITY COLLEGE	PIM+SP	BUSINESS PARTNERS & SITES
PLAN/ADMINISTER PROJECT	■		
HIRE PROJECT STAFF	■		
MARKET THE PROGRAM	■	■	
RECRUIT WORKERS FOR PARTICIPATION	■		■
CONDUCT ASSESSMENTS	■		
AID IN PARTICIPANT SELECTION	■		■
DEVELOP/ADAPT CURRICULUM	■		
SELECT ADJUNCT INSTRUCTORS	■		
SCHEDULE CLASSES	■		■
SELECT AND PROCURE COURSE MATERIALS	■		
PROVIDE INSTRUCTION	■		
PROVIDE ACADEMIC SUPPPORT SERVICES	■		
PROVIDE ON-SITE SUPPORT		■	■
PROVIDE INSTRUCTIONAL SPACE		■	■
PROVIDE SUPPORT SERVICES		■	■
PROVIDE EQUIPMENT, STORAGE, ETC.		■	■
SERVE AS LIAISON BETWEEN CCC & BUSINES		■	
PROJECT DISSEMINATION	■		
MANAGE PROJECT BUDGET	■		
EVALUATE PROJECT	■		
PREPARE REPORTS TO US DEPT OF ED	■		

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STAFFING

Staffing under the original proposal consisted of the following:

Project Director	100%
Secretary	50%
Curriculum Coordinator	25%
Assessment Technician	10%
Instructors:	
Reading Specialist	50%
Writing Specialist	50%
Math Specialist	50%

It became apparent almost immediately that this structure must be altered to provide the most effective program. According to the project instructional program, the reading, writing, and math classes in Level I would be integrated, requiring an instructor competent in all three areas, and not necessarily a specialist in any one area. In addition, since the largest of the three partners had withdrawn from the project, and other sites would be added, it was questionable whether or not three instructors would be able to teach all of the classes. Therefore, only two half-time instructors were hired. The funds provided for the third instructor were designated to be used for adjunct (contractual) instructors to meet the needs of any additional sites. The two half-time instructors provided program continuity and did much of the curriculum development work, while also teaching some classes. The adjunct instructors worked closely with the two instructor/developers to identify and meets needs for their own classes.

The Assessment Technician was originally slated to be the Testing Center Coordinator at Catonsville Community College. However, after the first month of the project, the individual involved withdrew from the project because her current work load prohibited her from taking on this additional assignment. To adjust to this change, the Project Director hired an Assessment Technician on a contractual basis. It was the role of this individual to conduct and score all on-site employee assessments, prepare individual score reports for employees, and aggregate reports for the Project Director. This position was not needed throughout the entire project.

All staff members were carefully evaluated to determine their qualifications, experience, and capabilities. Flexibility and a commitment to working with adults were two of the primary qualities required of all staff members.

SKILLS TODAY FOR TOMORROW - PROJECT STAFF

Project Director	Laura E. Weidner
Curriculum Coordinator	William E. Loflin
Instructors/Developers	Jean Brunstetter Thomas Cantu
Assessment Technician	Wendy Smith
Adjunct Instructors	Gwyn Degner Donna May Claudia Morrell Mary Hardcastle William Hosto Mary Ann VerHagen Elizabeth Mandlen Lynn Lazear
Secretary	Maxine Barrett

INITIAL IMPLEMENTATION STEPS

Both Port City Press and Admiral Envelope were eager to begin training employees as soon as possible. The Project Director met several times with the "contact person" at each company prior to meeting with the management. Meetings with top management were essential prior to the employee recruitment phase. A series of handouts was shared with company management at these meetings. [SEE EXHIBIT A] At these upper-level management meetings the following issues were discussed:

- Need for basic skills instruction in industry in general and in this firm in particular.
- Commitment of CEO and other top management to offering **Skills Today for Tomorrow** to company employees.
- Role of CCC staff and program: important, yet secondary to primary function of the company, i.e. getting the job done.
- Advantages of voluntary participation by employees
- Necessity of confidentiality of all employee records
- Release-time configurations for classes:
  - 100% company time
  - 100% employee time
  - 50% company time/50% employee time
- Process/progress of the project:
  - Interest generating sessions
  - Literacy Task Analyses
  - Curriculum development (on-going)
  - Employee needs assessments
  - Instruction
- Cost to the company:
  - Site Coordinator (10% time)
  - Release-time
  - Instructional space
  - Miscellaneous supplies
- Record-keeping requirements

Note: Both of the initial partners involved in the project were non-union firms, so meetings with union representatives, essential at the first phase of a project such as **Skills Today for Tomorrow**, were not applicable at this stage in the project. Two union-represented companies were encountered during the marketing phase. A brief discussion of the union role can be found on the Site Summary pages for those firms.

Once these issues were resolved with management, the Project Director met with front-line supervisors. This step was critical to the successful implementation and continuation of **Skills Today for Tomorrow** at each company and its importance must be emphasized. At supervisor meetings the following issues were discussed:

- Need for basic skills instruction in industry in general and in this firm in particular.
- Commitment of CEO and other top management to offering **Skills Today for Tomorrow**
- Role of CCC staff and program: important, yet secondary to primary function of the company, i.e. getting the job done.
- Process/progress of the project:
  - Interest generating sessions
  - Literacy Task Analyses
  - Curriculum development (on-going)
  - Employee needs assessments
  - Instruction
- Necessity for on-going communication between supervisor, site coordinator, and Project Director
- Confidentiality
- Role of the supervisor in recruitment:
  - Encouraging employees to get involved
  - Arranging schedules to accommodate participants
  - Positive attitude & actions toward program
- Specific needs within each department--supervisors were asked to help identify basic skill areas that needed to be addressed.
- Identification of two or three competent workers within each department to participate in the Literacy Task Analyses.

Most supervisors, as far as CCC was able to ascertain, were supportive of the project. They were willing to release employees to attend class, as long as accurate attendance records were kept. Their concerns centered around schedule changes needed when workers were in class during work hours. The Project Director met

this concern with assurances that the job was the primary concern, and **Skills Today for Tomorrow** staff would be flexible and adjust for contingencies such as rush jobs, short-handed days, and the like.

Another common thread was a concern that employees whom the supervisor "knew" really needed the program would not voluntarily become involved. Lengthy discussion centered on this topic, but the advantages of voluntary participation outweighed the desire to involve reluctant or unwilling individuals. It was our hope that word-of-mouth promotion after the first round of classes would encourage workers who were reluctant at the beginning.

MARKETING THE PROGRAM

Marketing **Skills Today for Tomorrow** was not a part of the original intent of this project. Indeed, the goals and objectives targeted the three business partners. However, with the loss of John D. Lucas Printing, the initial focus of the project needed adjustments. Upon recommendations of the Management Council, a marketing plan was developed and implemented.

The goal of this plan was to encourage other PIM+SP member companies to participate in **Skills Today for Tomorrow**, enabling the project to meet its training goals. The Project Director designed a set of handouts to share with company management when discussing the project. The Management Council and Project Director worked with a graphics design company to design a project logo, poster, brochure, and other materials to use in both marketing and recruitment. [SEE EXHIBIT B]

The PIM+SP Vice President made initial contact with member companies that had expressed an interest in becoming involved. She personally contacted members that might be interested. It was especially effective for the initial contact to come from the professional trade association rather than the college. In addition, she published articles in the PIM+SP members' newsletter encouraging inquiries.

Once the initial contact had been made, the Project Director scheduled meetings with representatives at interested companies, making the "pitch" to get involved. Some of the difficulties encountered in this process included:

- Most printing companies are small, less than 25 employees, making the logistics of on-site instruction difficult and not cost-effective.
- Some of the companies were union-represented, and others were not. Non-union companies were reluctant for their employees to share classes with union-represented workers.
- The printing industry, according to industry experts, is one of the last both to feel the impact of a recession and to feel the recovery from a recession. By spring and summer of 1991, many printing companies were hurting from the recession, and reluctant to implement training programs while concurrently laying-off employees.
- In small companies of 25 or fewer employees, employers were very concerned about releasing 8-10 workers for classes. There would be a far greater impact on the production line than in a larger company.

- At least one employer was concerned that this program would teach his workers to "think"--he wanted them to do their jobs without thinking.

The Project Director approached the following companies to become involved as sites in **Skills Today for Tomorrow**. Those marked with an asterisk participated in the program.

* Alford Packaging
* Alpha Graphics
* American Trade Bindery
  Art Litho
  Barton Cotton
* Bindagraphics, Inc.
* Gamse Lithographing Company
  Garamond Pridemark
  Malco Plastics
* Maryland Composition
  Optic Graphics
  Reese Printing
  ROI Technologies
  Victor Graphics
* Waverly Press, Williams & Wilkins

EMPLOYEE RECRUITMENT

An integral part of the Project Director's assignment was employee recruitment. Since every company participating in **Skills Today for Tomorrow** had agreed to a completely voluntary program, an effective campaign to encourage worker involvement was critical.

The company scheduled employee meetings for the purpose of generating interest in the program among workers. CCC insisted that meetings be made available to all employees. Wherever possible, employee attendance at these interest-generating meetings was mandatory. The Project Director requested a minimum of 20 minutes and a maximum of 30 for each meeting. The company determined meeting times, locations, and number of workers in attendance.

These meetings took different forms at each company. In some instances, the Project Director spoke to employees as part of a regularly scheduled department or plant meeting. Other times, employees were scheduled in small groups for special meetings usually held in the company cafeteria. At one site, the plant manager simply shut down the loudest presses and employees gathered round an empty pallet while the Project Director spoke above the hum of other machinery.

Despite management's consistent predictions of low response, these meetings were extremely successful in recruiting employees for the program. Several factors contributed to the very positive response by employees at these meetings:

- Project Director approached employees on a very personal level.
- Tone of these meetings was low pressure and low key.
- Management, usually the CEO, introduced the Project Director and expressed strong support for **Skills Today for Tomorrow**.
- Educational goals that extended to the personal level were addressed.
- Differences between **Skills Today for Tomorrow** and the K-12 school experience were stressed.
- Individualized instruction, based on goals and needs of each participant, was highlighted as hallmark of the program.
- CCC presented this as an opportunity, one not likely to recur in the near future.

- An outside provider has an advantage of not being part of the company, its culture, and its politics. The Project Director remained neutral on those issues, helping to gain the workers' trust.

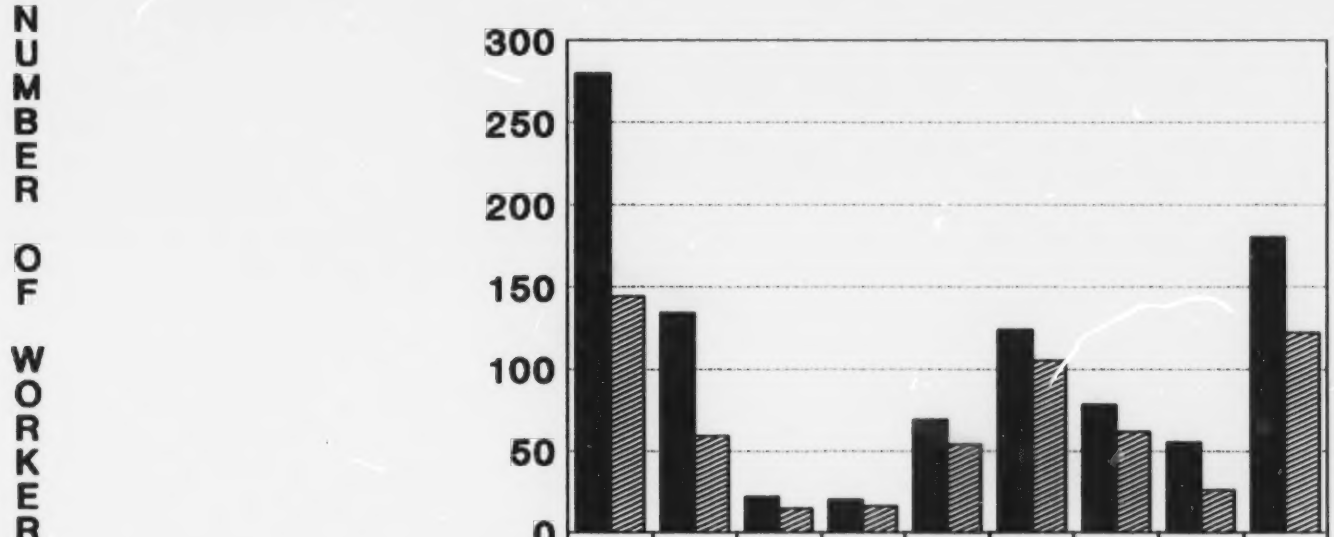
- Employees were more willing to enroll in classes conducted by a college. Attending Catonsville Community College, even as a continuing education student, was viewed as more positive than taking "reading classes."

Finally, and perhaps the most significant factor contributing to the success of these meetings, relates to the expected outcomes of the session. Employees were not expected, or even permitted, to sign-up for classes after these sessions. The only commitment workers made was to attend an assessment session to help them and the college determine if they needed basic skills classes. This approach was less threatening to workers than committing to twelve weeks of classes. More were willing to "test the waters" by taking the assessment with no further commitment required. Interestingly enough, almost all workers whose initial assessment indicated a need for classes did sign-up for classes. Data demonstrating the success of the employee recruitment program are included in the Outcomes and Objectives section of this report.

Each worker who signed up for an assessment session received a reminder card, similar to those used by medical offices for appointments. In those instances where the specific assessment times were pre-determined, this card was given at the interest-generating session. In other companies, the Site Coordinator at the firm, sent the reminders to employees once the scheduling of the assessment sessions had been completed. In both circumstances, the worker had a handy, pocket-sized reminder of his or her scheduled assessment session.

WORKER RECRUITMENT

TOTAL WORKERS ADDRESSED: 907
TOTAL WORKERS ASSESSED : 603



	PCP	BIND	ADM	ALPH	MDC	WAVE	GAM	ATB	ALF
WORKERS ADDRESSED	280	134	22	20	69	124	78	55	180
WORKERS ASSESSED	144	59	15	16	54	105	62	26	122
PERCENT ASSESSED	51	44	68	80	78	85	79	47	68

SITES

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SKILLS TODAY FOR TOMORROW

ASSESSMENT

The assessment procedures delineated in the original proposal had to be altered slightly. The NAPL WorkPLACE" program assessment instrument is an anonymous needs assessment that company managers may administer, send to NAPL for scoring, and analyze results to determine if there is a basic skills need in their plants. This type of assessment, while filling an important need in the industry, did not meet the needs of **Skills Today for Tomorrow.** In addition, the Maryland State Department of Education mandates that literacy programs in the state use the Comprehensive Adult Student Assessment System (CASAS) to unify reporting data. Therefore, **Skills Today for Tomorrow** assessed participants using CASAS.

Prior to the assessment session, the Assessment Technician developed a CLOZE document for each company. Following the guidelines in Literacy at Work by Jorie Philippi, the technician selected passages from either the company handbook or personnel policies in use at the company. She conducted a readability test on passages and created a CLOZE assessment for each company. [SEE EXHIBIT C] The target readability range was 8th or 9th grade level. It was very difficult to find employee handbooks with a readability level below 11th grade level.

Initial assessment was for placement purposes only. Employees who signed-up for assessment at the interest-generating sessions committed to a two hour assessment session. The "T Word" (test) was never used, and assessment was used only in a limited way. Instead the sessions were called "Information Sessions" or "Orientation Sessions" and the purpose defined as:

- an opportunity for interested workers to ask questions about the program
- an opportunity for CCC staff to measure each worker's skills to determine if the program is needed
- an opportunity for CCC staff to identify the overall reading level of workers using a CLOZE document

The company scheduled assessment sessions on company time approximately one-two weeks after the employee meetings. It was important to maintain the interest and excitement generated at the meetings wither prior to the assessment sessions. Assessments were conducted in groups of up to 25 individuals, frequently back to back, and in some cases, all day and all night long.

The Assessment Technician conducted the sessions. A portion of the time was committed to reducing test anxiety for the workers. For most of the participants, this was the first test they had faced in many years. The CASAS Workplace Appraisal Form 200 was used for reading placement and the Maryland version of the CASAS math appraisal Form 75 was used for math placement. Both tests are untimed, but most workers were finished with each assessment in approximately 30-40 minutes. Employees at every company found the CLOZE document very frustrating. Several refused to complete it. The CLOZE took approximately 20 minutes to complete.

The Assessment Technician scored all assessments and prepared individual reports for employees in sealed CCC envelopes. The Project Director returned to the company approximately 1-2 weeks after assessment to report scores to the workers and begin the enrollment process. Scores were returned in group meetings with an interpretation presented for all levels. Only the individual employee knew which level referred to his or her specific situation. The Project Director and other staff members were available for individual counseling sessions after the general reporting session.

After employees received their scores, they completed an "Interest Statement," indicating their decision and commitment to involvement in **Skills Today for Tomorrow**. The results of these interest statements were compiled and given to the Site Coordinator at the company for scheduling purposes. All class scheduling was done by the company.

This system worked quite well. Employees did not feel compelled to enroll in classes, but based on their needs, knew which level to enroll in if they were interested. Most employees who indicated a need on the appraisal expressed interest in classes. Some were unable to attend due to scheduling conflicts, however. If an employee did not enroll in classes, confidentiality was maintained by this system and the employer did not know that worker's level of need.

The CASAS, though certainly not a perfect instrument for measuring worker needs, had an unanticipated advantage in this situation. Workers were NOT demoralized or discouraged by their scores, even if the scores were quite low. CASAS is a competency-based assessment and results are reported as scale scores. There are no grade level, percentage, or other readily-identifiable indicators of level. Each employee received a three-digit number which had no inherent meaning to him or her. The Project Director explained those scores in terms of **Skills Today for Tomorrow** and in which part(s) of the program the worker should enroll. Few workers, if any, left the score sessions feeling they had failed another test.

Workers were placed into the program according to the following guidelines:

RECOMMENDED LEVELS OF CLASS ENROLLMENT:
(represents scale scores on initial appraisal)

Level 1 :	either reading or math < 221
Level 2 :	either reading or math 221-230
Level 2+:	both reading and math ≥ 231

LEVEL I ASSESSMENT

Once employees began their Level I classes, the CASAS Survey Achievement tests (Forms 31 -36) in Reading and Math were administered to identify specifically which competencies they needed to master. In addition, each participant produced a writing sample which was evaluated by the instructor. The experience of this project indicated that workers scored much higher on the Survey Achievement test than the appraisal scores would indicate. In several instances, a higher level of the Survey Achievement test needed to be administered in order for the instructor to identify the individual's needs.

The following criteria were used to place learners in the correct Survey Achievement test:

SCALE SCORE INTERPRETATION FOR APPRAISAL:
(use to determine which level of pre-test to administer)

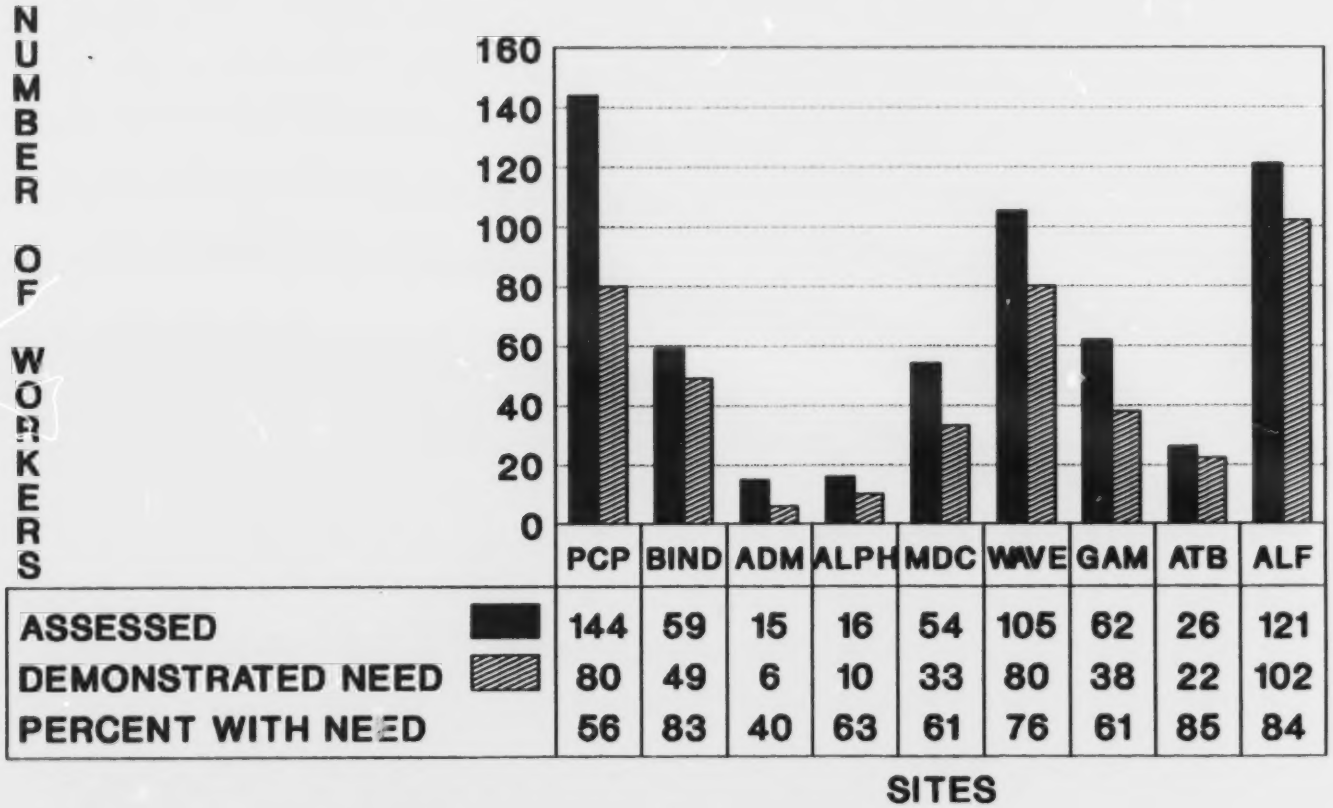
Reading	<200:	Level A
Math	<200:	Level B
Reading	200 - 215:	Level B
Math	200 - 215:	Level B
Reading	216+:	Level C
Math	216+:	Level C

Another problem with the CASAS that surfaced almost immediately made it difficult to relate CASAS scores to the printing industry-identified competencies the project was to address. To alleviate this problem, one of the instructor/developers conducted an item-analysis of the CASAS tests forms 31-36 and correlated this analysis with the competencies. [SEE EXHIBIT D] This enabled all instructors to identify immediately the individual's needs in terms of the industry-identified competencies. Those competencies not measured by the CASAS were measured by the instructor using more informal diagnostic procedures once class had started. In addition, CASAS assessments generally do not register measurable gains without a minimum of 75-100 hours of instruction between administration of the pre and post forms. Level I classes in **Skills Today for Tomorrow** were scheduled for 48 instructional hours.

LEVEL II ASSESSMENT

Each module in Level II had its own pre and post assessment. The CASAS system was not used in the Level II modules.

ASSESSED WORKERS DEMONSTRATING NEED FOR BASIC SKILLS INSTRUCTION



	PCP	BIND	ADM	ALPH	MDC	WAVE	GAM	ATB	ALF
ASSESSED	144	59	15	16	54	105	62	26	121
DEMONSTRATED NEED	80	49	6	10	33	80	38	22	102
PERCENT WITH NEED	56	83	40	63	61	76	61	85	84

INSTRUCTION

Skills Today for Tomorrow was designed with a great deal of flexibility to meet the needs of as many workers as possible during the eighteen months of the project. The program focused on worker needs at two levels. Placement into the program was based on an initial appraisal. (see Assessment section) Placement recommendations were made to employees when they received their scores.

All classes, regardless of level and content, met twice weekly for two hour sessions. Classes were scheduled at shift changes since the employees were granted 50% release time. All classes were held on-site at the participating company. Two sites served as cooperative sites and employees from more than one company attended classes as those sites. For a complete description of classes at each site, refer to the "Site Summary" pages of this report.

LEVEL I

Placement into Level I classes indicated that a worker's skills were not sufficient to enroll in Level II which used the NAPL curriculum. Level I featured greater flexibility in both scheduling and curriculum. For registration purposes, these classes were twelve weeks in duration, four hours per week for a total of 48 instructional hours. However, Level I classes were open-exit, and each participant was able to exit upon demonstrating mastery of the competencies he/she needed. If, at the completion of the scheduled class, some of the workers had not yet mastered all of their competencies, a second round of Level I classes would be scheduled, with instruction picking up where it stopped.

The instructional approach in Level I was individualized and competency-based. Upon entry into the program, each participant met with the instructor to discuss individual goals and the results of the diagnostic assessment. During these sessions, the learner and instructor cooperatively developed the Individual Learning Plan (ILP) which would guide the learning process during the class. [SEE EXHIBIT E] Both the instructor and learner signed the ILP indicating joint agreement with the program.

Instructors maintained a "Competency Profile" on each learner. [SEE EXHIBIT F] This profile indicated which industry-identified competencies the worker demonstrated upon entry into the program and the date others were mastered. This profile provided valuable data for each instructor as the learner progressed through the program. It also gave the student visible evidence of his or her progress. This was especially important when little or no evidence of progress manifested itself in post-test scores.

Level I instruction in **Skills Today for Tomorrow** covered reading, writing, and math each class. Because the instruction was so individualized, learners focused only on those areas in which they needed help. A wide range of skill levels existed in each of the Level I classes, from little or no reading skills to approximately 7th or 8th grade level. (This is only an estimate as no assessment to determine grade level was administered.)

Instructional delivery took on numerous forms. A limited number of teacher-directed lessons was included in the class. Each instructor used varying amounts of grouping, cooperative learning activities, peer-tutoring, and independent work. Since each class was unique, this flexibility was essential, and proved very effective. Learners were delighted, and surprised, to learn from and help each other during and between classes.

Upon completion of the competencies in Level I, most learners were ready to enroll in one or more of the Level II modules.

LEVEL II

Some workers were placed directly into Level II classes as a result of the initial appraisal. Others enrolled in Level II modules after completing the Level I classes. Level II was comprised of three distinct classes:

On the Job Math	12 weeks	48 hours
Critical Thinking & Problem Solving	9 weeks	36 hours
Workplace Communications	12 weeks	48 hours

These three classes were offered as separate modules. While no particular order was required, these classes generally followed the above sequence. Each module had defined start and end dates, and open-exit was not an option.

Each module included a pre and post assessment specific to the curriculum. As in the Level I classes, instructors maintained a "Competency Profile" on every learner to document competency gains in meeting the objectives of the module. [SEE EXHIBIT F] Instructional delivery in the Level II classes included more teacher-directed lessons for the most part. However, the Critical Thinking and Problem Solving module involved a great deal of group work, since the problem solving model used a team approach.

LITERACY TASK ANALYSES

Skills Today for Tomorrow instructional staff conducted Literacy Task Analyses (LTA) in order to develop a job-specific curriculum and to offer an effective work-based education program. Since the project included eight different companies representing very diverse areas of the printing industry, an LTA of every job in every company was out of the question. This was further exacerbated by the unavoidable delays in hiring and the necessity of starting classes almost immediately.

The Project Director, working with the instructor/developers, customized the LTA process to meet the unique needs of this project. During the initial supervisors meetings the Project Director asked supervisors to identify specific needs in their respective departments. Most were eager to state what their workers needed to do better. Supervisors also identified two or three competent workers from their departments. The Project Director requested workers who would be able to clearly articulate the details of their jobs. Each supervisor and competent worker involved in the process also helped by providing both blank and completed copies of various workplace documents.

Instructor/developers created simplified Task Analysis forms to use in worker interviews. [SEE EXHIBIT G] To streamline the LTA process, the developers met with workers from one department in a group to gather details about the tasks done in that department. Later the workers took the developers onto the plant floor for observations of the job in progress. Developers were permitted to spend as much time as needed watching workers and asking questions. These interviews and modified shadowing produced sufficient data for the developers to develop the curriculum. Additional documents and information rapidly surfaced once classes began and each instructor asked learners in that class to identify their job tasks and needs. This process took place at all sites in **Skills Today for Tomorrow**.

CURRICULUM

Curriculum development was an integral part of **Skills Today for Tomorrow**, and a graphic arts industry-specific curriculum is the end product of the project. The project proposed to create a curriculum to prepare workers for the NAPL WorkPLACE® curriculum. While NAPL was reluctant to identify the "level" of their curriculum, the Curriculum Coordinator and Project Director of **Skills Today for Tomorrow** estimated a need for an approximate 7th - 8th grade reading level for beginning the WorkPLACE® curriculum. The Level I curriculum developed by **Skills Today for Tomorrow** staff complements the WorkPLACE® curriculum.

LEVEL I

The instructional staff created the curriculum for Level I using the Literacy Task Analyses (LTA) and documents from each company that participated in the project. A copy of the entire curriculum is included with this report. However, it became apparent almost immediately that the instructors would not be able to develop every learning activity needed for the classes. The project director and curriculum coordinator, working in conjunction with the instructors, purchased additional commercially-published materials to supplement the job-specific curriculum. This blending of curriculum materials worked quite well.

Skills Today for Tomorrow did not have funding to purchase equipment for computer-assisted instruction. However, as part of the matching funds, CCC provided seven portable IBM compatible computers for a portion of the project. These computers were used at three sites in the Level I instructional program. The only software available with these computers was WordPerfect 5.0. Instructors created on-screen reading and writing activities using the word processor as a tool. Learners found the computers a worthwhile addition to the curriculum. The greatest positive response was from learners who had never or rarely used a computer in their job. Company management was pleased that some of their employees received an introduction to the computer in a non-threatening way, easing future implementations within the firm.

Level I instruction also included two components often overlooked in a basic skills program, especially in the workplace. Learners spent approximately ten minutes of each class session engaged in "sustained silent reading." This opportunity for recreational reading encouraged workers to begin (or re-start) the habit of daily reading. A lending library of donated books remained on site at each location to provide reading materials if learners did not have their own. Besides SSR, learners were strongly encouraged to keep a written journal and many did. This was not a requirement of the program, but proved to be not only interesting, but very worthwhile for those whose goals included improved writing skills.

SUPPLEMENTARY MATERIALS - LEVEL I CURRICULUM

TITLE	PUBLISHER
Math	
Math Skills by Objective, Books 1 - 3	Cambridge
Basic Essentials of Mathematics, Books 1-2	Steck Vaughan
Number Skills for Life & Work	Simon & Schuster
Pre-GED Math Exercises	Cambridge
Breakthrough to Math	Center/Workforce Ed.
Reading	
Reading for Workplace Success	Paradigm
Megawords, Books 1-8	Educators Publishing
Reading Skills for Life & Work	Simon & Schuster
Pre-GED Reading	Cambridge
Writing	
Writing for Workplace Success	Paradigm
English Skills by Objective, Books 1 - 3	Cambridge
Document Skills for Life & Work	Simon & Schuster
Language Exercises for Adults	Steck Vaughan
Pre-GED Writing	Cambridge
Other	
More Than A Job	Center Workforce Ed.
News For You, Weekly Newspaper	New Readers Press

LEVEL II

In the original proposal, the Level II classes were based on the National Association of Printers and Lithographers' (NAPL) curriculum, WorkPLACE®. The NAPL was developing an extensive curriculum to address graphic arts industry needs in each of the three areas listed above. Unfortunately, when the project was funded in Spring 1991, NAPL had fallen far behind its original publication schedule for WorkPLACE®. During the course of the project, CCC was able to use only one of the three WorkPLACE® curriculum programs, On-the-Job Math. Both the Critical Thinking and Problem Solving and Workplace Communications classes were offered prior to publication of the WorkPLACE® module of the same names.
To resolve this dilemma, **Skills Today for Tomorrow** staff developed a curriculum for both classes. Working closely with both supervisors and workers, the staff developed the Critical Thinking and Problem Solving curriculum. Using Thinking for Workplace Success by Paradigm publishers as a basis, project staff supplemented and customized the exercises for the printing industry classes. Specific problems encountered on the job in the participating printing company replaced the books' more generic problems. The staff created a pre and post assessment instrument to document learner mastery of the competencies. Missing from the Paradigm book, however, was a model for the problem-solving process. After extensive research into the various known models, CCC instructors developed a five-step model affectionately known as the DOSIE:

D	Define and analyze the problem
O	Originate solutions
S	Select a solution
I	Implement a solution
E	Evaluate the solution

Workers learned this process and applied it in a wide range of problem solving applications.

Paradigm Publishers's Reading for Workplace Success and Writing for Workplace Success formed the basis for the Workplace Communications module. Again staff worked with supervisors and participants to customize these basic texts for the **Skills Today for Tomorrow** communications class. The pre and post assessment involved reading workplace documents and responding in written form. It also included a listening component. The module curriculum focused on verbal communication on the job and finding and passing on information (reading and writing). The emphasis in the writing unit was on effective communication as opposed to a strong mechanics approach, though some mechanics instruction was included.

The NAPL WorkPLACE® curriculum entitled On the Job Math formed the basis of the On-the-Job Math module. This project was one of the first nationwide to implement this curriculum into a workplace learning program.

PARTICIPANT RECOGNITION

Since many of the participants in **Skills Today for Tomorrow** have not been in any kind of educational program for quite a few years, the project staff felt it was important to encourage success by celebrating success. Once this process was implemented, it grew and became an integral part of every class.

Skills Today for Tomorrow participants who successfully completed the program received a Catonsville Community College Continuing Education certificate. This certificate is issued to all individuals who complete CCC continuing education classes. Generally, the certificate is mailed to the students' homes. However, in **Skills Today for Tomorrow**, the project staff held a graduation at the end of each class at each site. Invited to the ceremony were the CEO of the company, plant managers, supervisors, CCC representatives, and PIM+SP representatives. The presence of the company and project partner leadership added to the significance of the event for the participants.

All of the guests were invited to speak to the class if they desired. The Project Director presented the certificates to each participant, offering each the opportunity to speak to the group. Generally participants thanked the company, the program, and especially their instructors. This was a very worthwhile and moving portion of every graduation. It sent a strong and effective message to the company--in a way the project staff could not.

These graduations were originally intended to be a means of recognizing success in the program on a small scale. The participants became quite delighted at the prospect of each upcoming graduation and expanded the ceremony beyond the original intent. Each company provided refreshments, yet the participants brought in great quantities of food and additional refreshments, seemingly eager to share their success in other ways. At two sites, participants purchased or made mortarboards, complete with tassels, and wore them throughout the ceremony. One participant videotaped the entire event. CCC maintained a project scrapbook with pictures from all graduations. Workers were thus able to see involvement by other companies and individuals like themselves.

During the last week of the project, CCC hosted a closing ceremony and recognition event for all participating companies and individuals. This exciting event brought together nearly 100 participants and their families, management representatives of all eight participating companies, PIM+SP leadership, CCC President and Deans, and all project staff. The Project Director recognized each company and it employees who participated in **Skills Today for Tomorrow**. [SEE EXHIBIT H] Two exemplary participants volunteered to speak about their experiences in the program. Those two brief speeches held greater impact than those of all the dignitaries involved in the event. A reception afterwards allowed workers and their families to socialize with project and college personnel and to explore other educational opportunities. Everyone enjoyed the picture displays of various project classes, graduations, and participants.

OBJECTIVES AND OUTCOMES

Every effort was made during the life of the project to effectively evaluate the program. Project staff collected data on pre and post test scores for Level I, and competency mastery for all modules in Level I and II. Data was also collected by instructors and compiled by the Project Director regarding assessments, registrations, enrollments, and completions in order to determine whether or not the project met its goals and objectives.

"Enrollments by Course and Company" (p.31) charts a listing of worker enrollments in each class offered at all participating companies. The majority (66%) of program participants enrolled in the Level II modules.

"Worker Enrollments By Company" (p. 32) indicates the number of individuals who were assessed and who enrolled in classes at each site. Percentage of employees enrolled is shown in the data chart. Alford Packaging Company employees were assessed, but the company withdrew from the program prior to starting classes.

The graph on page 33, "Identified Need and Actual Enrollments," demonstrates the number of individuals whose assessment scores showed a need for instruction and who actually enrolled in classes. At Port City Press, a small number of supervisors enrolled in the Critical Thinking classes without taking the initial assessment, thus indicating greater enrollment than need. At Maryland Composition, the company president terminated the classes before all interested employees could enroll.

Since **Skills Today for Tomorrow** was a multi-level program with four distinct classes available to participants, some workers enrolled in more than one class. The "Program Participation" chart on page 34 compares the number of individuals with the total number of enrollments in the program.

Page 35 graphs the total number (34) of Level I and Level II classes held at each site.

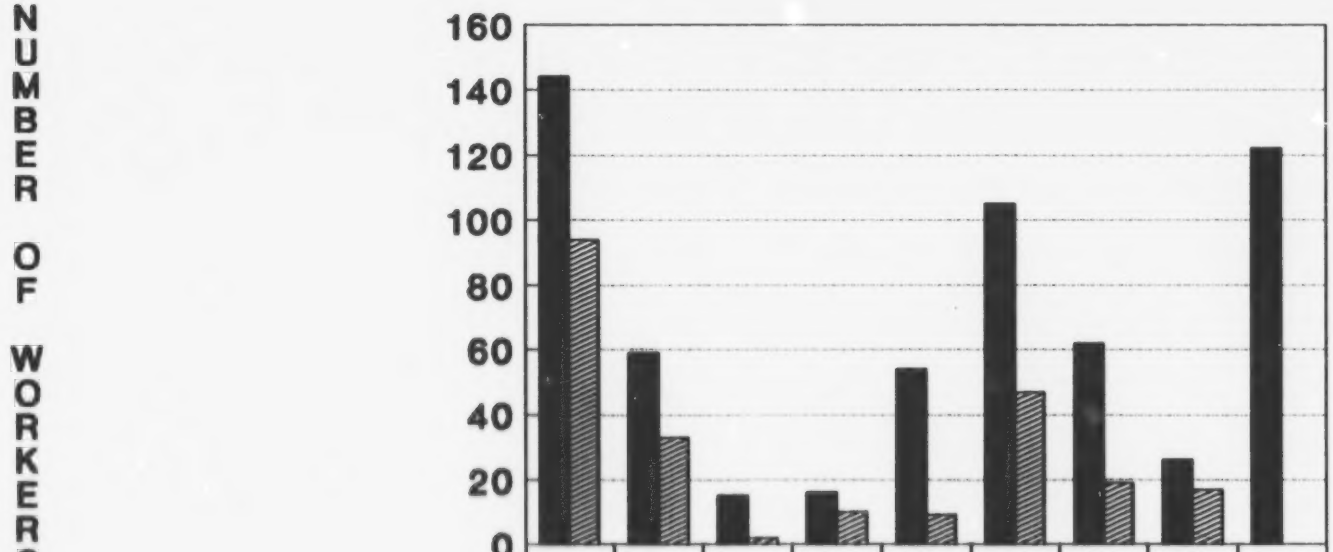
Site Abbreviations:

PCF	Port City Press
BIND	Bindagraphics, Inc.
AD/AG	Admiral Envelope & Alpha Graphics Co-op Site
MDC	Maryland Composition
WAVE	Waverly Press
GAM	Gamse Lithographing
ATB	American Trade Bindery

SKILLS TODAY FOR TOMORROW
ENROLLMENTS BY COURSE AND COMPANY
MARCH 1991 - NOVEMBER 1992

CLASS	SEC	INSTR	PCP	BINDA	ADMIRA	ALPHA	MDCOM	WAVE	GAMSE	AMTRAD	TOTALS
WPL001	L	TRC							6		
WPL001	F	TRC					9				
WPL001	E	GAD		12							
WPL001	H	MCH						8			
WPL001	I	MCH						14			
WPL001	G	CM						10			
WPL001	D	GAD		15							
WPL001	C	JSB	14								
WPL001	A	TRC	17								
WPL001	B	JSB	16								
WPL001	A	MVH								15	
TOTAL LEVEL I ENROLLMENTS											136
WPL002	A	JSB	13								
WPL002	B	GAD		9							
TOTAL LEVEL I CONTINUATION ENROLLMENTS											22
WPL004	H	TRC						8			
WPL004	A	EM								8	
WPL004	E	TRC	13								
WPL004	B	JSB	23								
WPL004	D	WH			2	8					
WPL004	A	TRC	13								
WPL004	F	GAD		14							
WPL004	C	TRC	11								
TOTAL LEVEL II MATH ENROLLMENTS											100
WPL007	H	MVH						13			
WPL007	J	GAD		11							
WPL007	I	GAD		6							
WPL007	G	MVH						8			
WPL007	C	LL	16								
WPL007	B	JSB	13								
WPL007	A	JSB	26								
WPL007	F	LL							7		
WPL007	E	CM							6		
WPL007	D	TRC				10					
TOTAL LEVEL II CRITICAL THINKING ENROLLMENTS											116
WPL008	C	TRC						7			
WPL008	A	TRC	11								
WPL008	B	TRC						12			
TOTAL LEVEL II COMMUNICATIONS ENROLLMENTS											30
TOTAL ENROLLMENTS			186	67	2	18	9	80	19	23	404

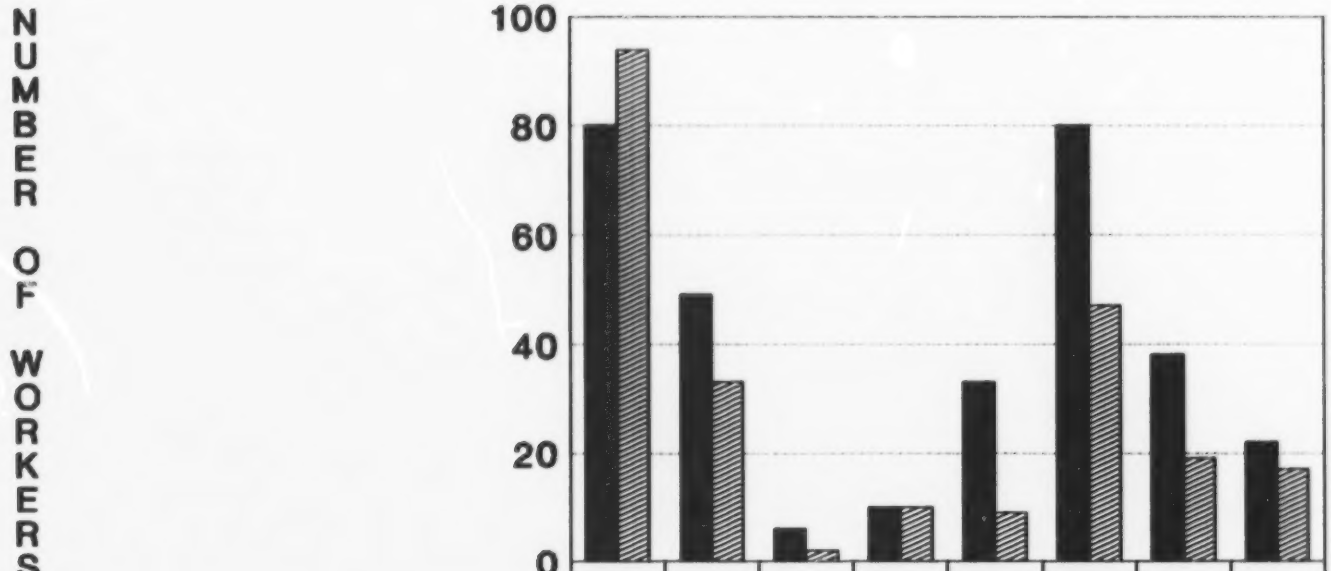
WORKER ENROLLMENTS BY COMPANY



	PCP	BIND	ADM	ALPH	MDC	WAVE	GAM	ATB	ALF
ASSESSMENTS	144	59	15	16	54	105	62	26	122
ENROLLMENTS	94	33	2	10	9	47	19	17	0
PERCENT ENROLLED	65	56	13	63	17	45	31	65	0

SITES

IDENTIFIED NEED AND ACTUAL ENROLLMENTS



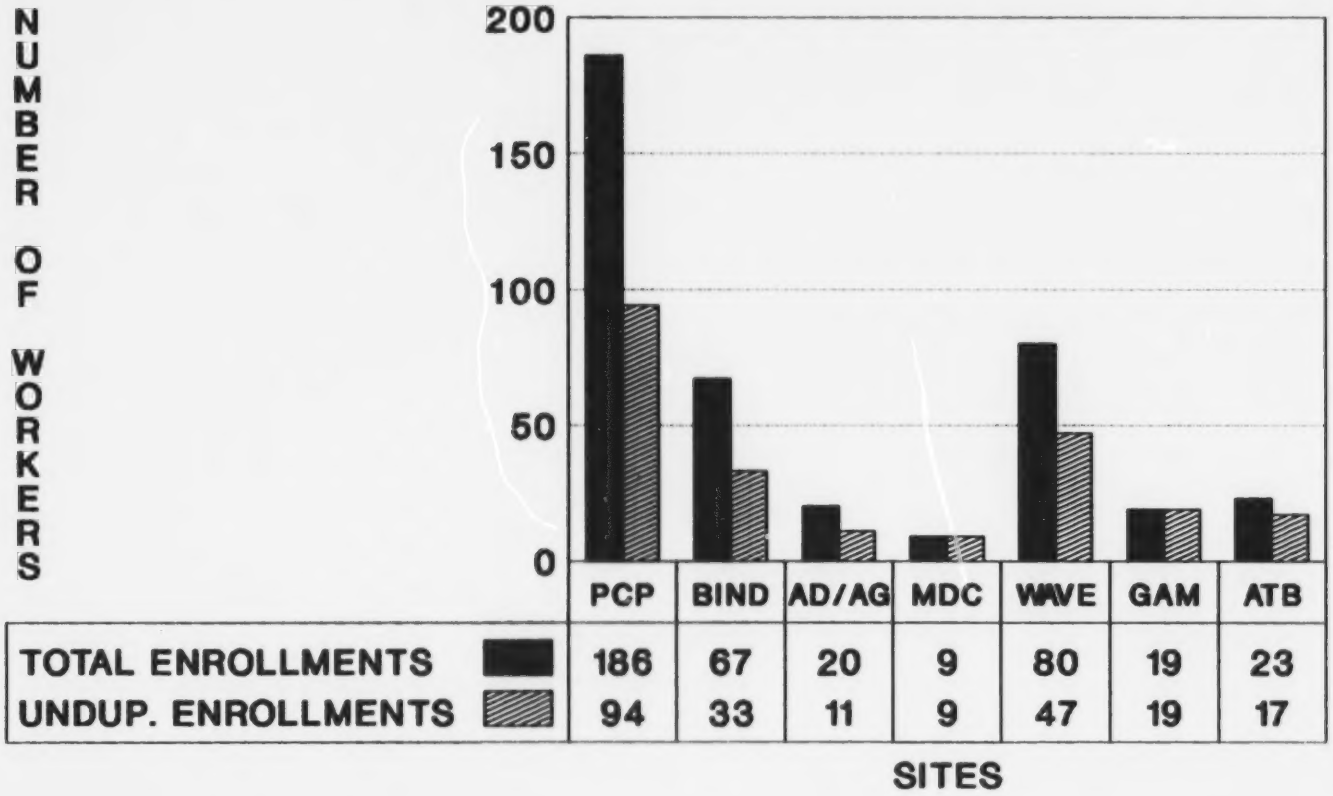
	PCP	BIND	ADM	ALPH	MDC	WAVE	GAM	ATB
NEED IDENTIFIED	80	49	6	10	33	80	38	22
ENROLLED IN CLASSES	94	33	2	10	9	47	19	17
PERCENT ENROLLED	117	67	33	100	27	59	50	77

SITES

SKILLS TODAY FOR TOMORROW

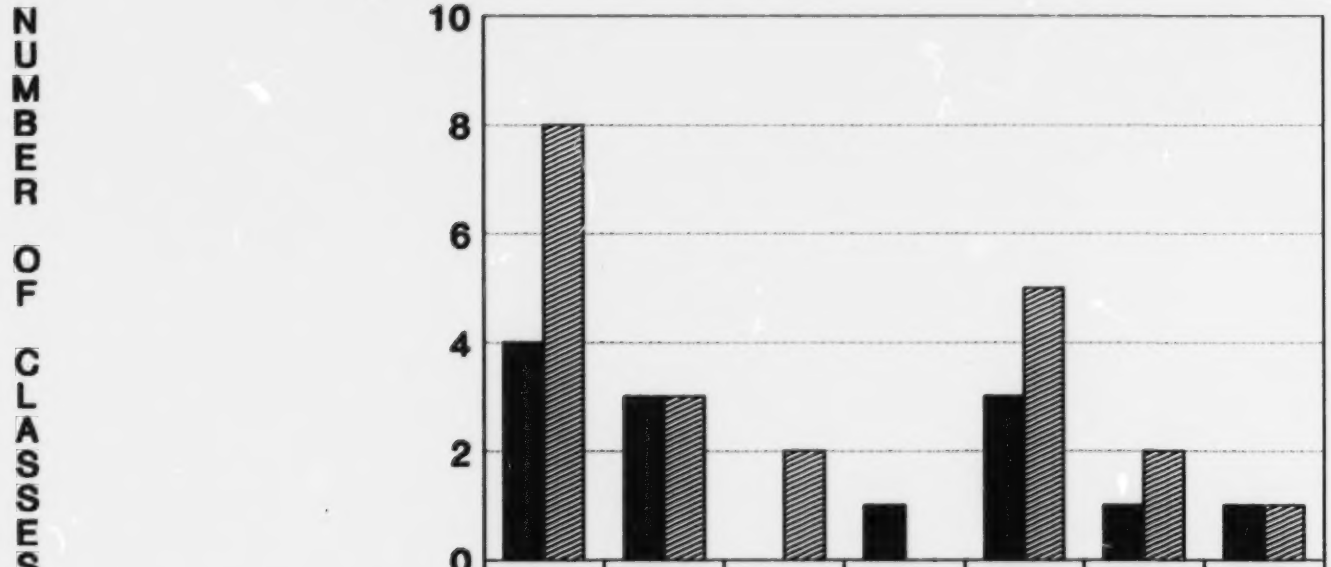
PROGRAM PARTICIPATION

TOTAL ENROLLMENTS: 404
UNDUPLICATED ENROLLMENTS: 231



WORKPLACE CLASSES HELD

TOTAL LEVEL I CLASSES: 13
TOTAL LEVEL II MODULES: 21



	PCP	BIND	AD/AG	MDC	WAVE	GAM	ATB
LEVEL I CLASSES	4	3	0	1	3	1	1
LEVEL II MODULES	8	3	2	0	5	2	1

SITES

SKILLS TODAY FOR TOMORROW

PARTICIPANT PRE-POST EVALUATION

Skills Today for Tomorrow was also interested in comparative data regarding participant perceptions of their abilities when they entered the program and after completion of one or more classes in the program. When enrolling in their first class in the program, workers ranked their skills in the following areas [SEE EXHIBIT I]:

communication with other people
reading English
writing English
speaking English
working with numbers

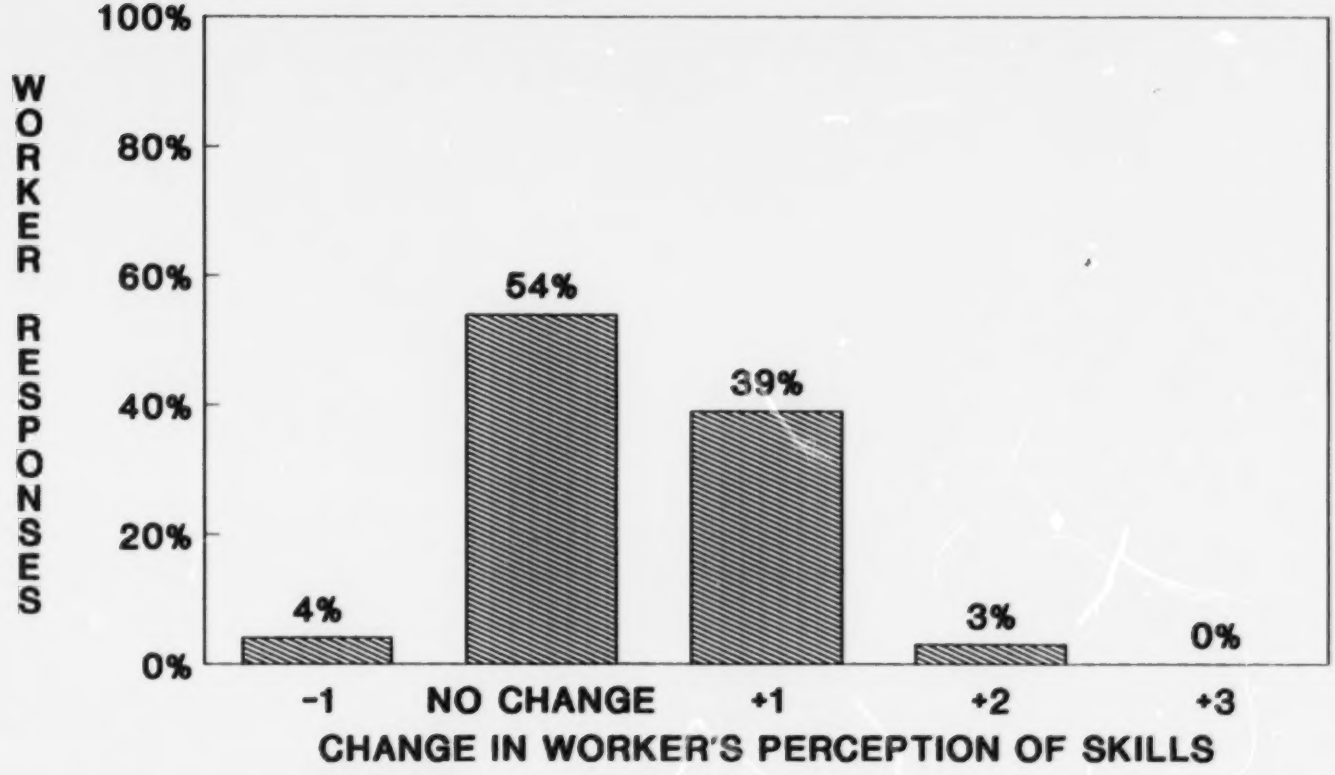
Several months later, during the 21st month of the project, a "Course Follow-Up Survey" was sent to every worker who had taken one or more class in **Skills Today for Tomorrow**. [SEE EXHIBIT I] The return rate of these surveys was 37%.

Pages 37 - 41 are comparison graphs showing the quantitative changes in participants' perceptions of their skills. Skills were ranked along a five-point checklist. The graphs show how workers perceived the change in their skills:

-1	skill level dropped one point
0	no change in skill level
+1	skill level raised one point
+2	skill level raised two points
+3	skill level raised three points

Pages 42-45 chart the qualitative changes workers reported as a result of **Skills Today for Tomorrow** in work-based, education-based, and personal outcomes.

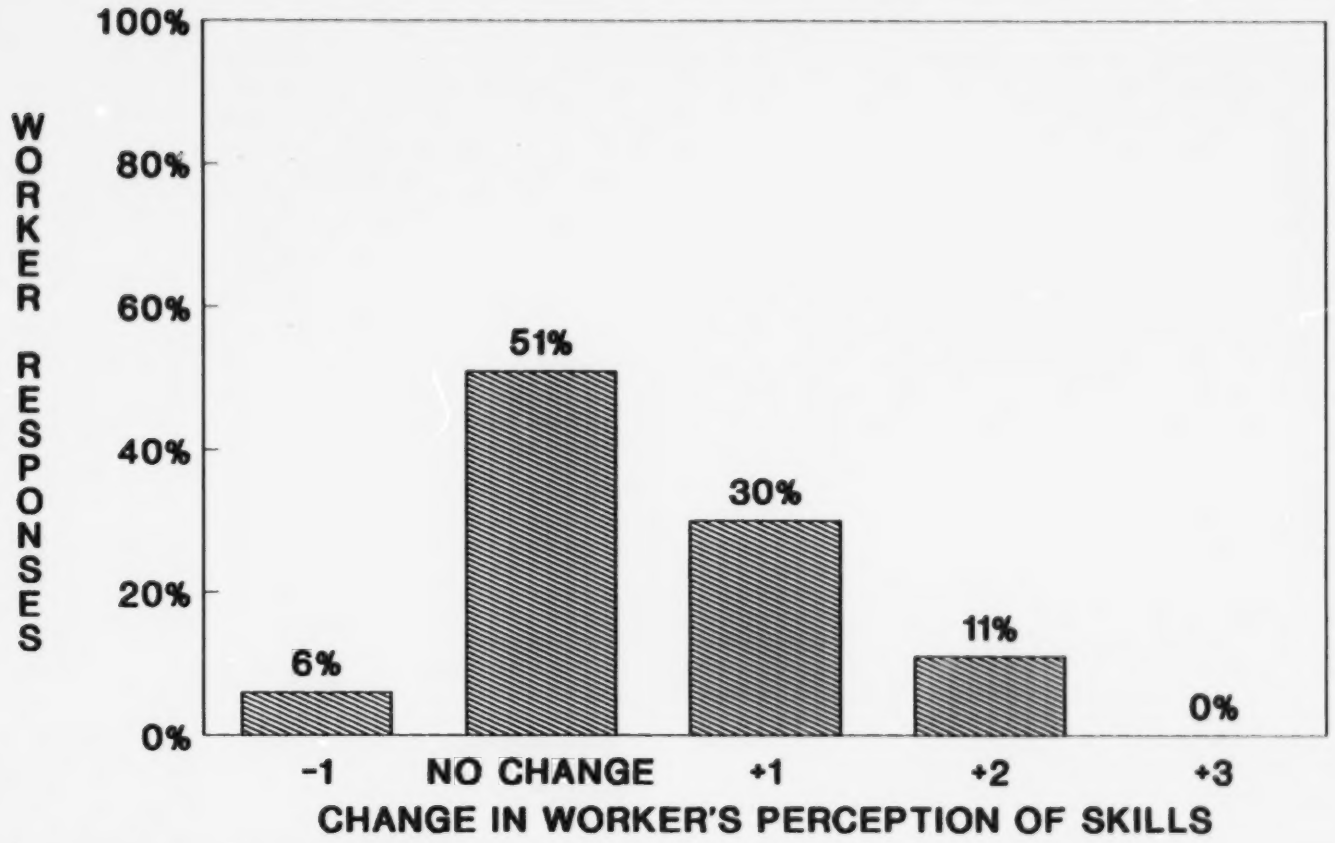
PRE/POST SELF INVENTORY
HOW WELL DO YOU COMMUNICATE WITH OTHER PEOPLE AT WORK?



p.37

SKILLS TODAY FOR TOMORROW

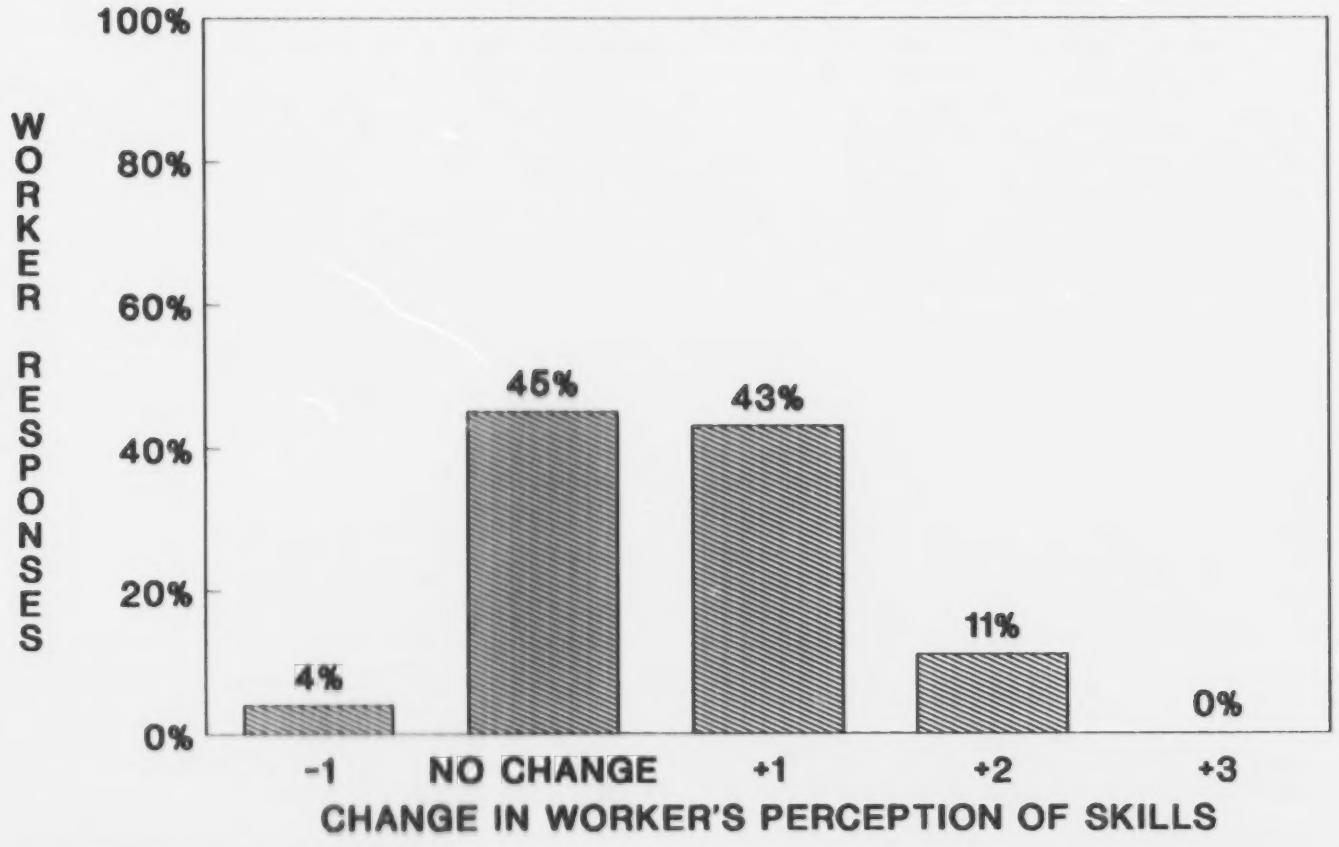
PRE/POST SELF INVENTORY
HOW WELL DO YOU READ ENGLISH?



P.38

SKILLS TODAY FOR TOMORROW

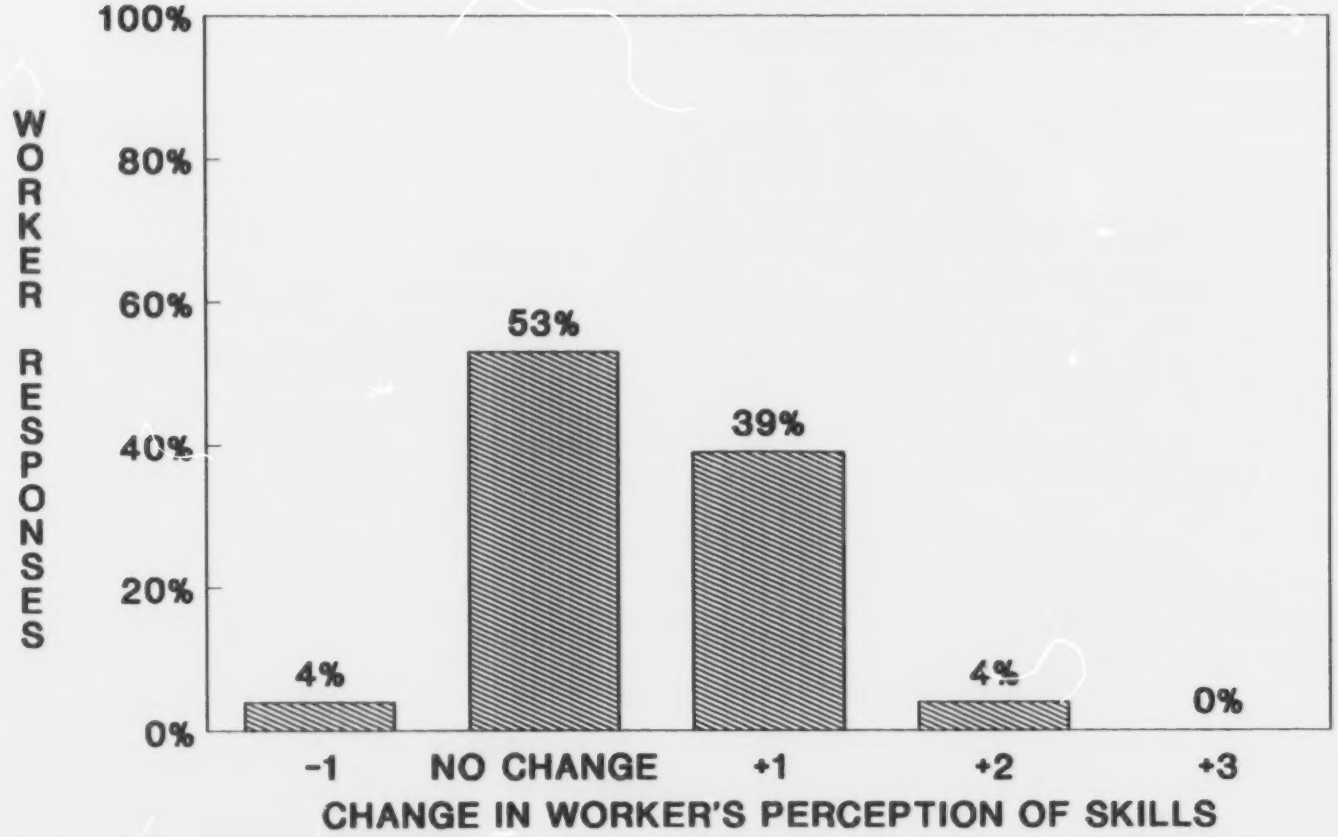
PRE/POST SELF INVENTORY
HOW WELL DO YOU WRITE ENGLISH?



p.39

SKILLS TODAY FOR TOMORROW

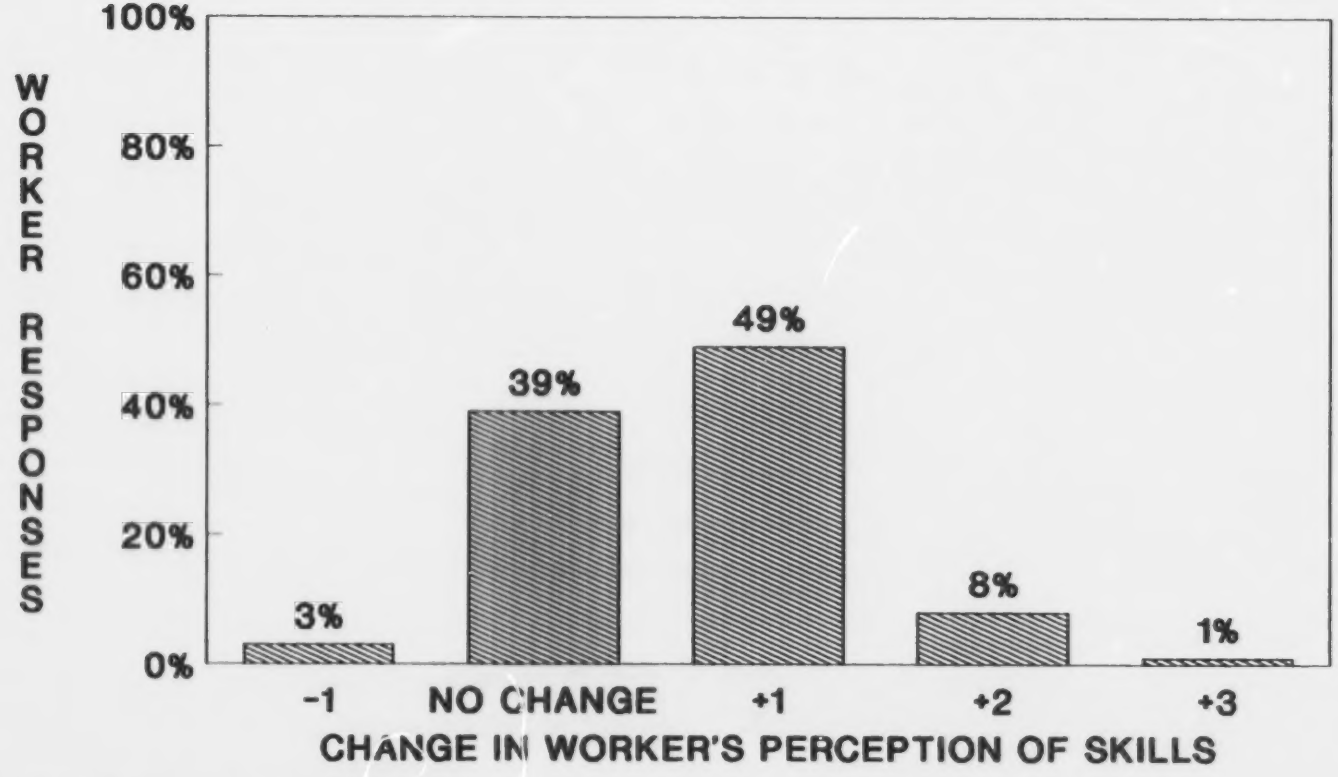
PRE/POST SELF INVENTORY
HOW WELL DO YOU SPEAK ENGLISH?



SKILLS TODAY FOR TOMORROW

p.40

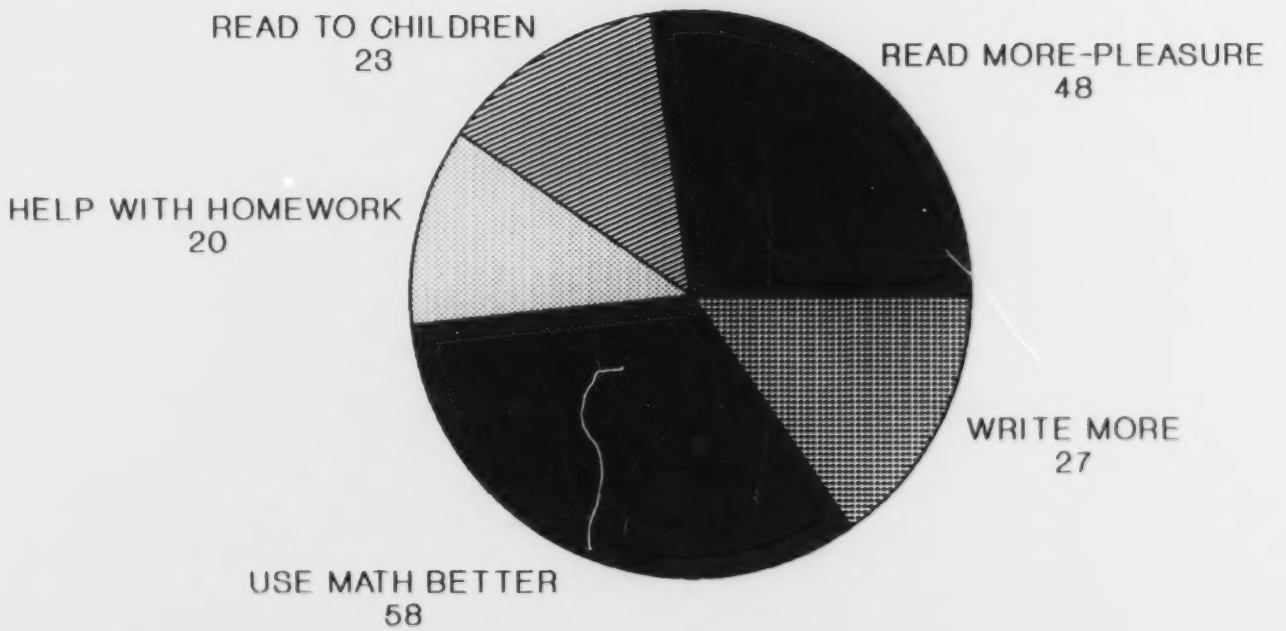
PRE/POST SELF INVENTORY
HOW WELL DO YOU WORK WITH NUMBERS?



p.41

SKILLS TODAY FOR TOMORROW

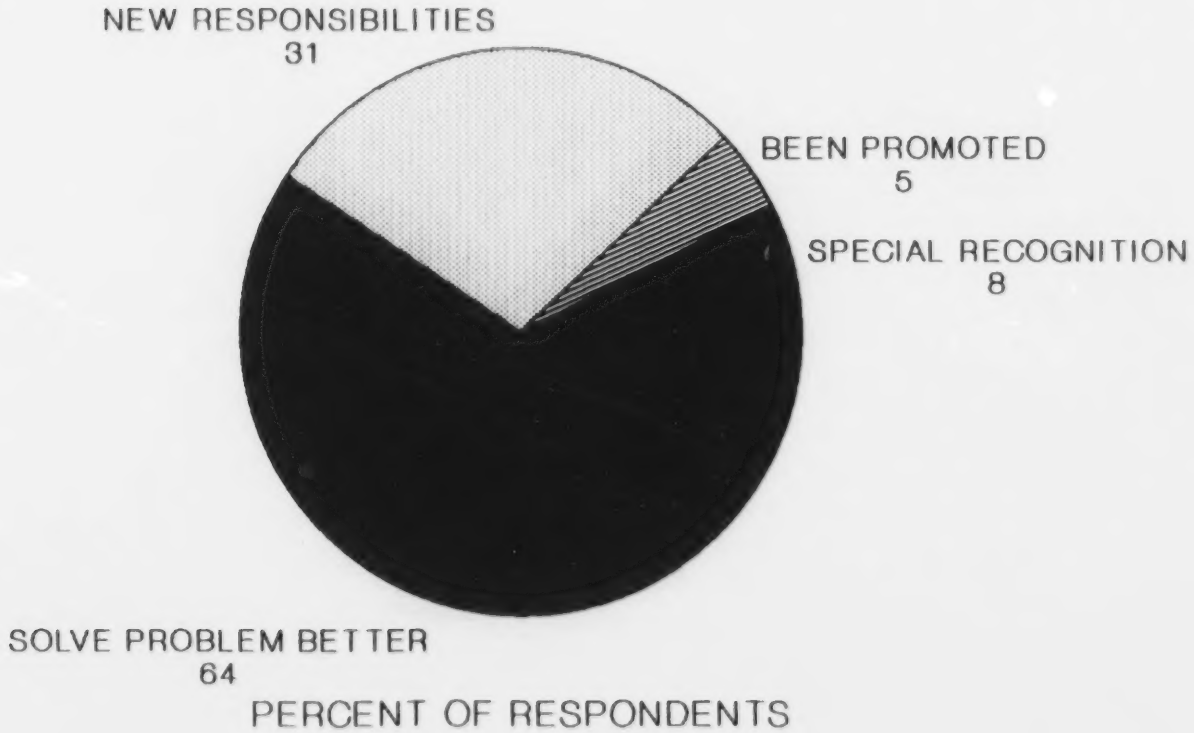
WORKER PRE/POST SELF-INVENTORY PROGRAM OUTCOMES: PERSONAL CHANGES



PERCENT OF RESPONDENTS

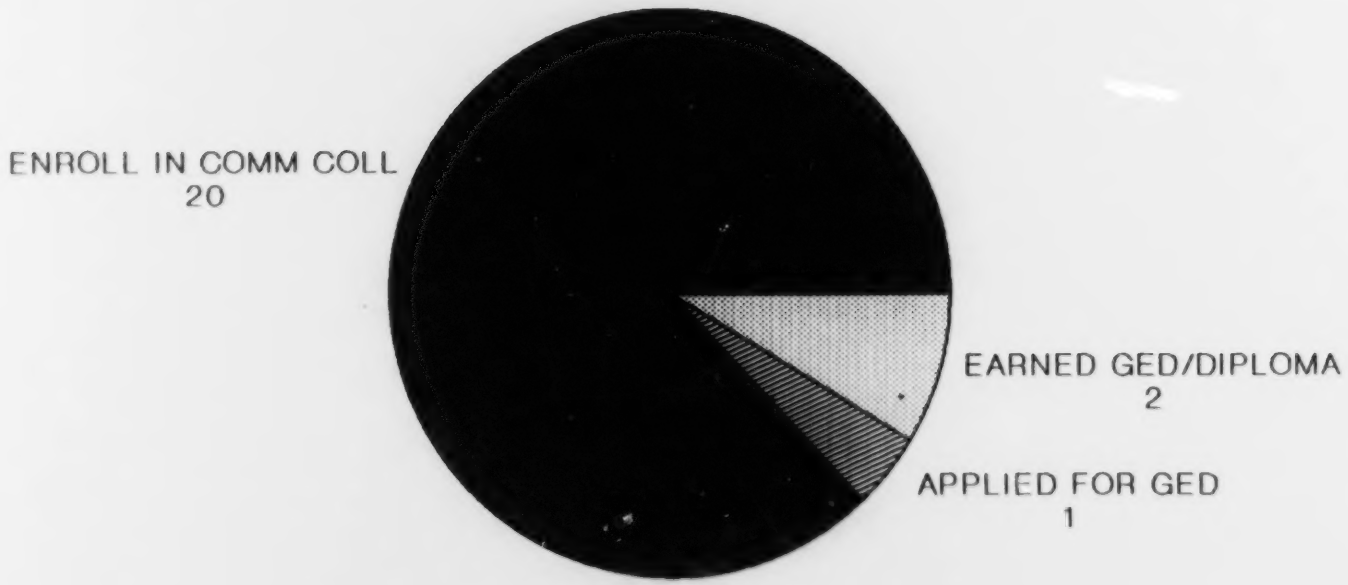
p.42

WORKER PRE/POST SELF-INVENTORY PROGRAM OUTCOMES: WORK-BASED CHANGES



p.43

WORKER PRE/POST SELF-INVENTORY PROGRAM OUTCOMES: EDUCATION-BASED CHANGES



PERCENT OF RESPONDENTS

p.44

WORKER PRE/POST SELF-INVENTORY
OTHER OUTCOMES LISTED BY WORKERS

. . . feel more confidence about myself

. . . communicate better with other departments

. . . chosen as team leader for Total Quality Program

. . . noticing work more for mistakes

. . . reading job jackets more for details others may have missed

. . . can set machines that use metric numbers

. . . can read layouts

. . . love the idea of going back to school and am going to keep going

p.45

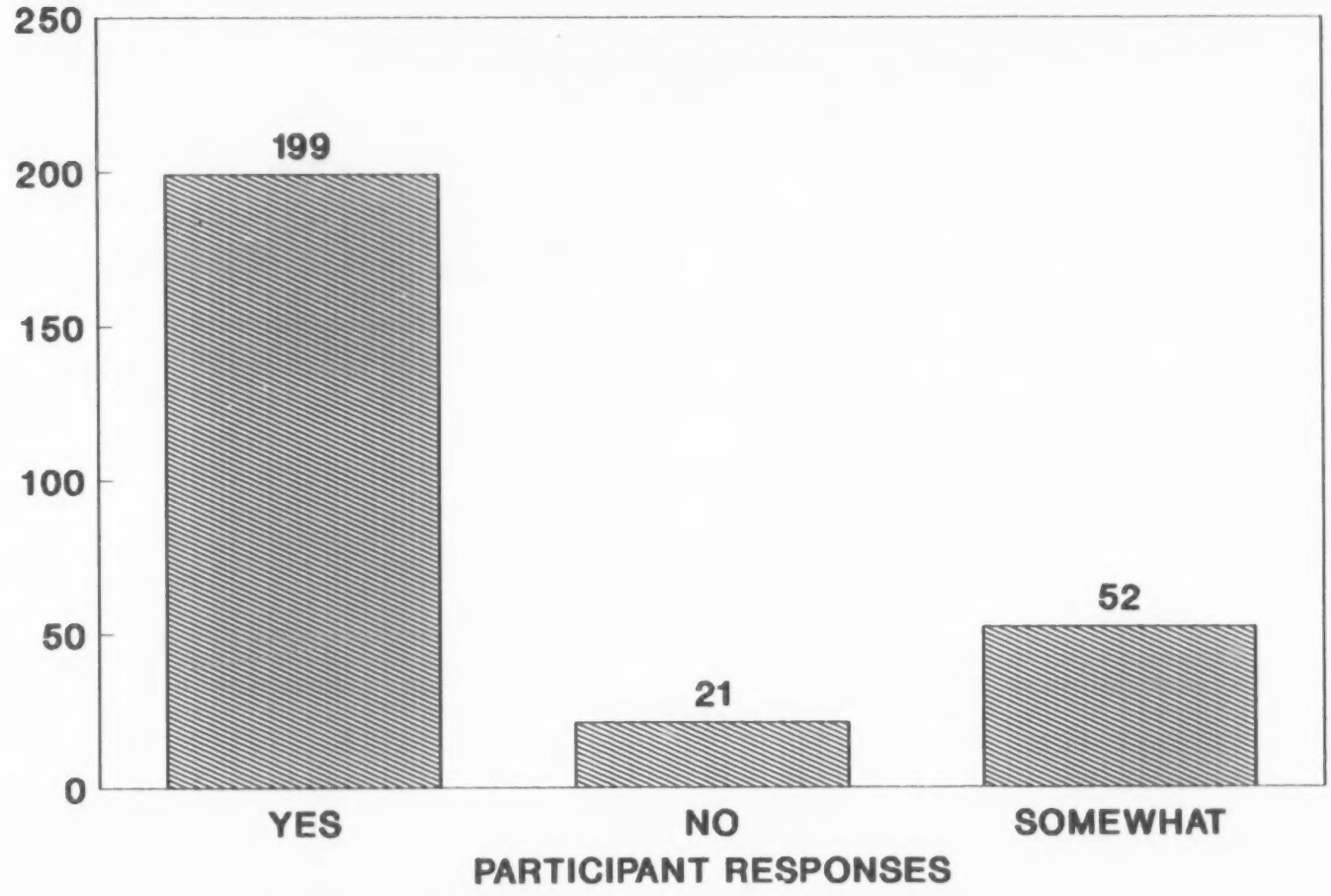
EVALUATION

Skills Today for Tomorrow proposed both formative and summative evaluation. R. G. Wasdyke and Associates of Annapolis, Maryland served as the external evaluator. A copy of the external evaluation report is included with this report.

This project made an active attempt to evaluate and adjust the program on an on-going basis. The Project Director made herself a very visible presence in every company and in every class. She opened each class, made at least two scheduled site visits during each module, and returned for the closing ceremony of each class. In addition, she made numerous unscheduled visits, especially during the early phases of the project. During every visit, she spoke to the entire class and to individuals as well seeking informal feedback about the class, content, instructor, materials, and program organization. This feedback proved very useful in adjustments for future classes.

More formal evaluation measures included a "Course Evaluation" completed by every student during the last class session. [SEE EXHIBIT J] In an effort to encourage participants to give honest responses, the instructor was not present while learners completed these evaluations. A quantitative analysis of these evaluations is included in the graphs on pages 47-59. Participant responses clearly indicate satisfaction with the program. Page 60 summarizes some of the worker comments included on the evaluation forms.

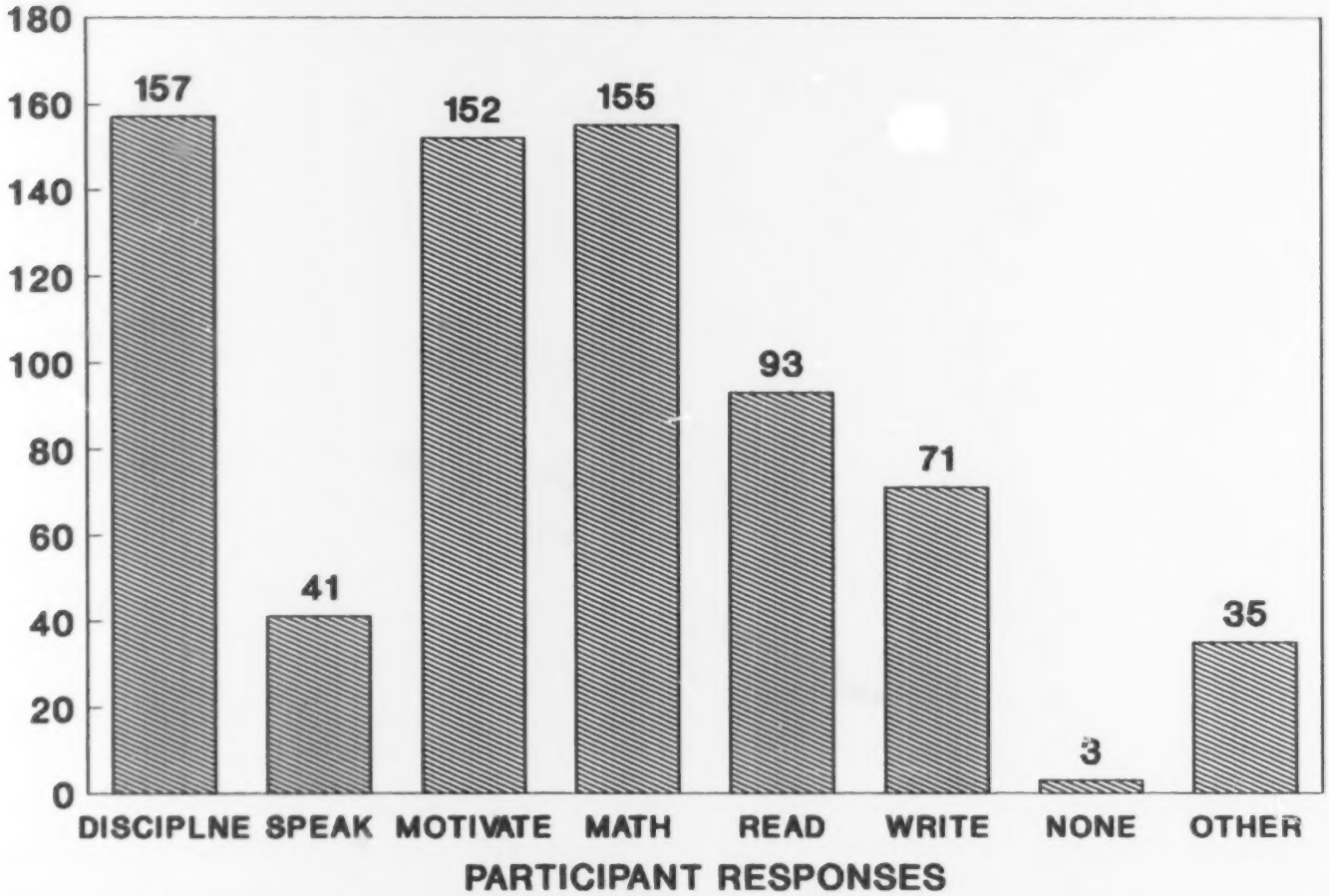
HAVE YOU REACHED THE GOAL(S) YOU SET WHEN YOU STARTED THIS CLASS?



p.47

SKILLS TODAY FOR TOMORROW - NOV 1992

WHAT SKILLS DO YOU THINK THIS CLASS HAS HELPED YOU TO IMPROVE?



SKILLS TODAY FOR TOMORROW - NOV 1992

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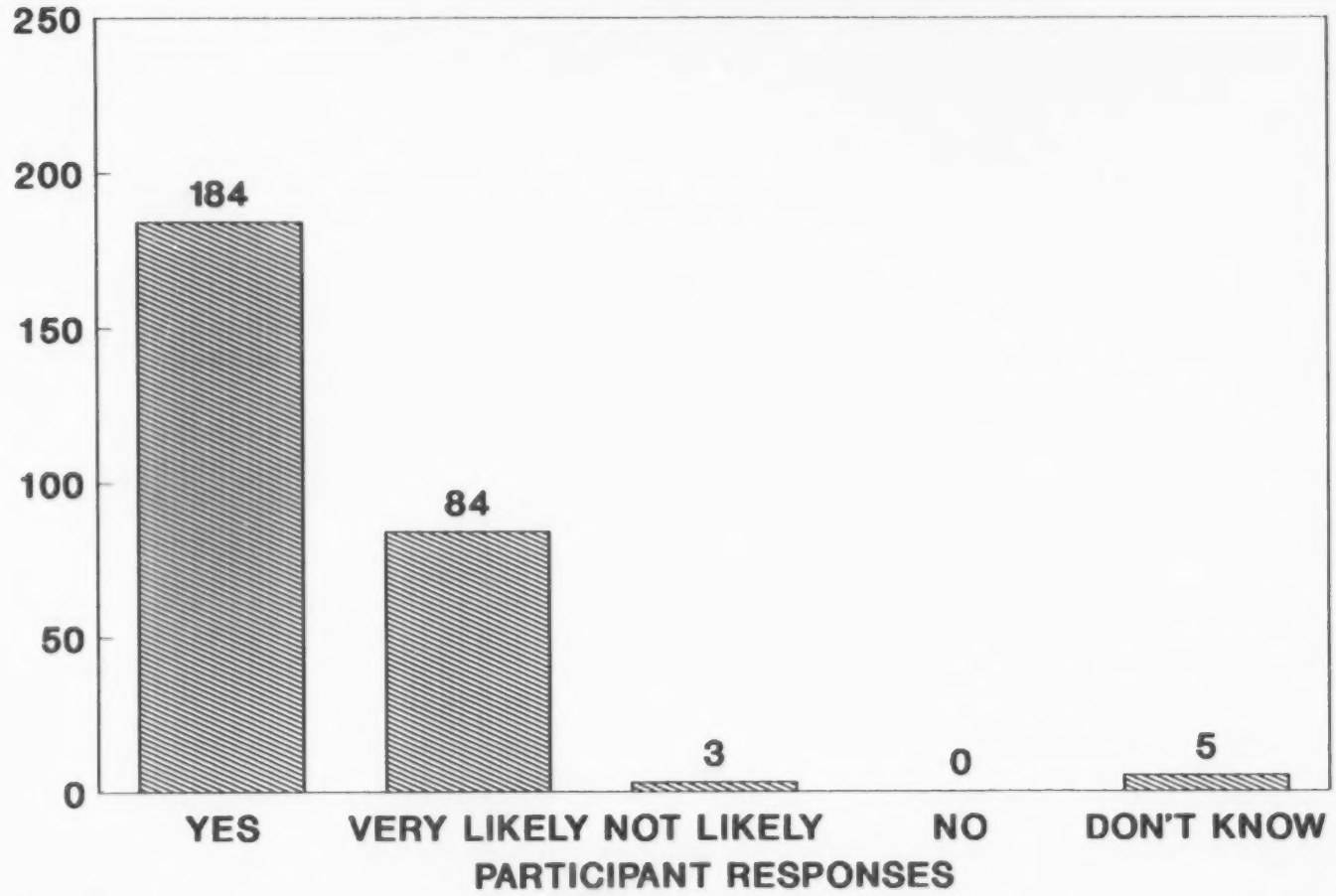
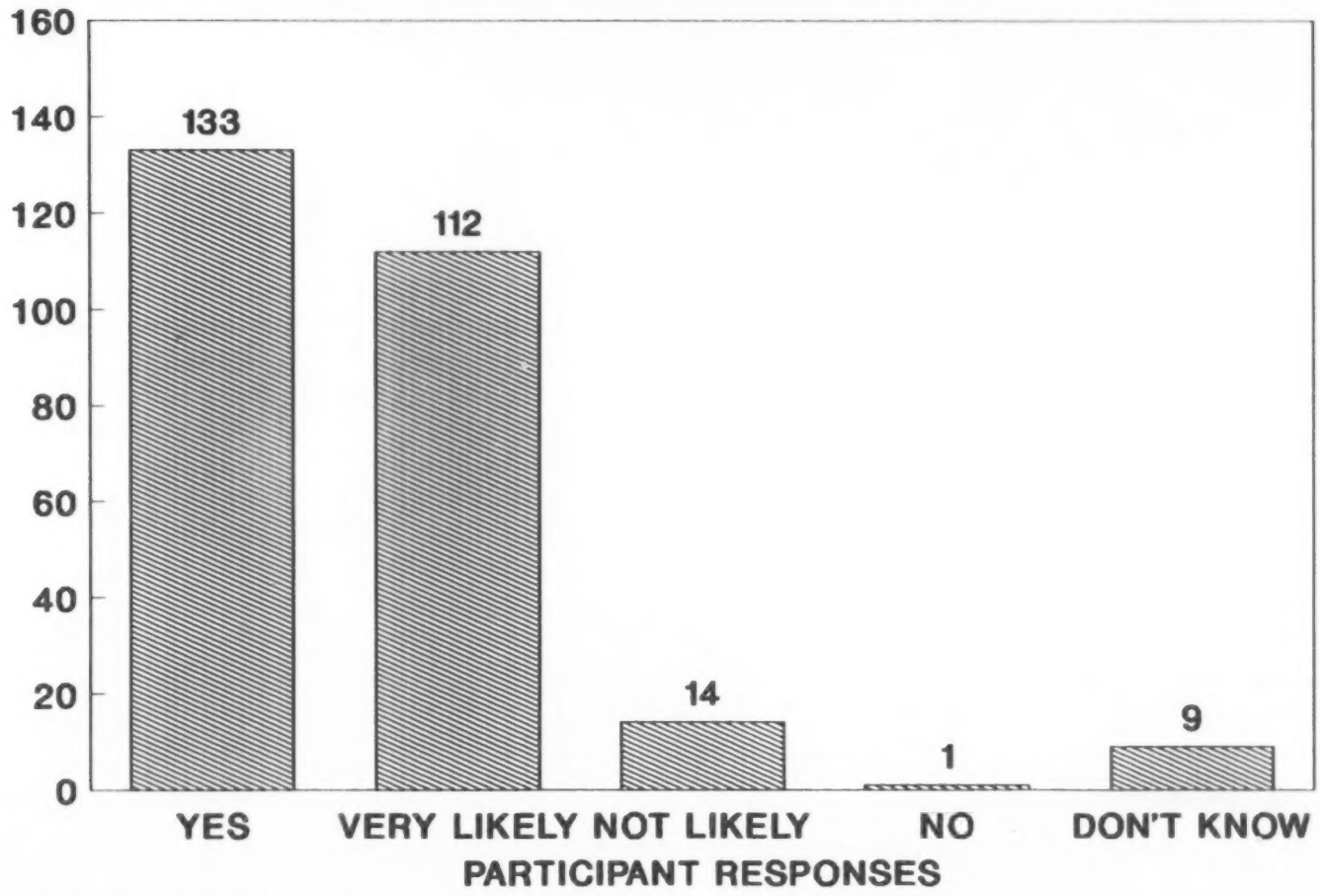
WAS THIS CLASS HELPFUL TO YOU IN RELATION TO YOUR GOAL(S)?



SKILLS TODAY FOR TOMORROW - NOV 1992

p.49

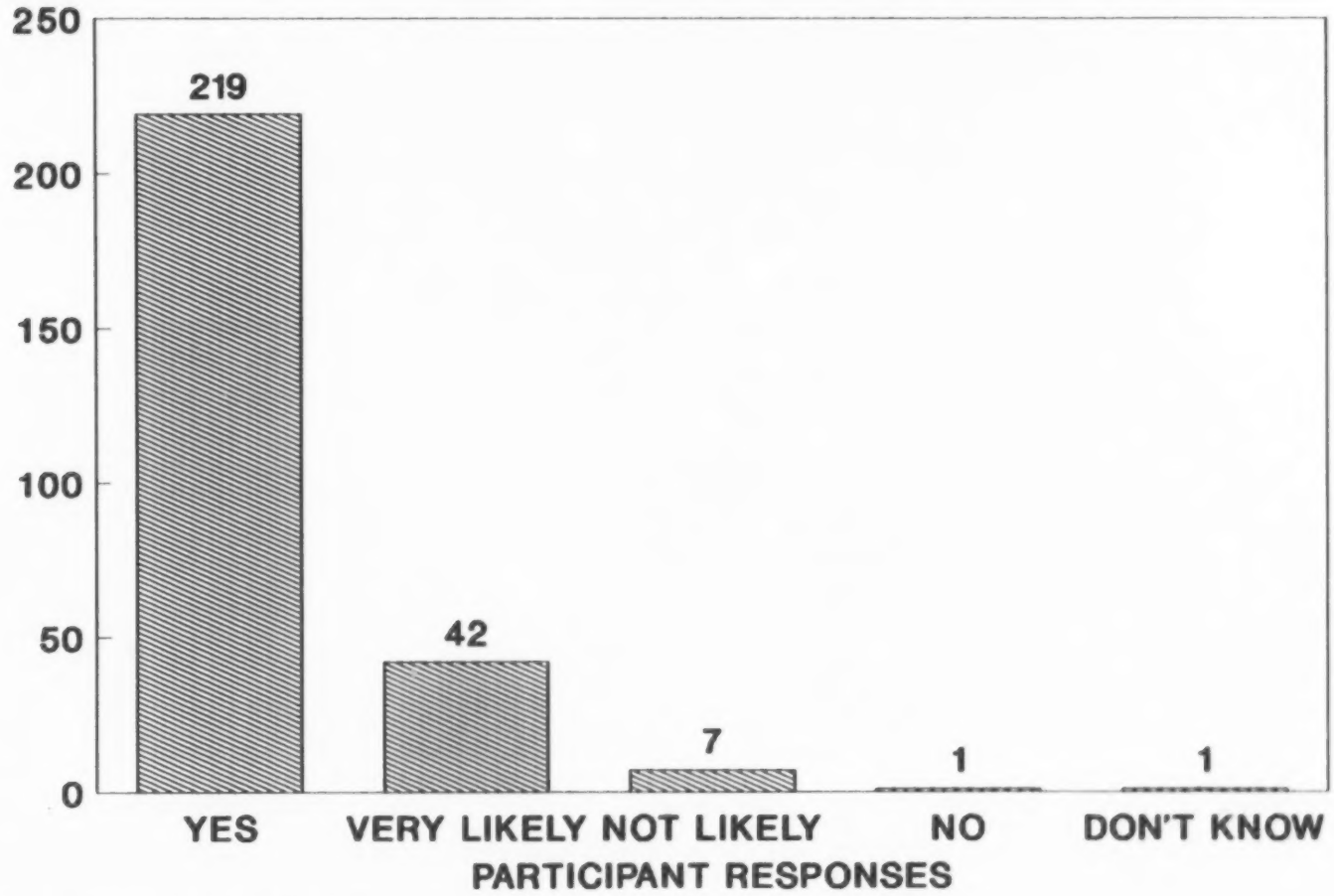
WILL THE SKILLS YOU LEARNED IN THIS CLASS HELP YOU DO YOUR JOB BETTER?



SKILLS TODAY FOR TOMORROW - NOV 1992

p.50

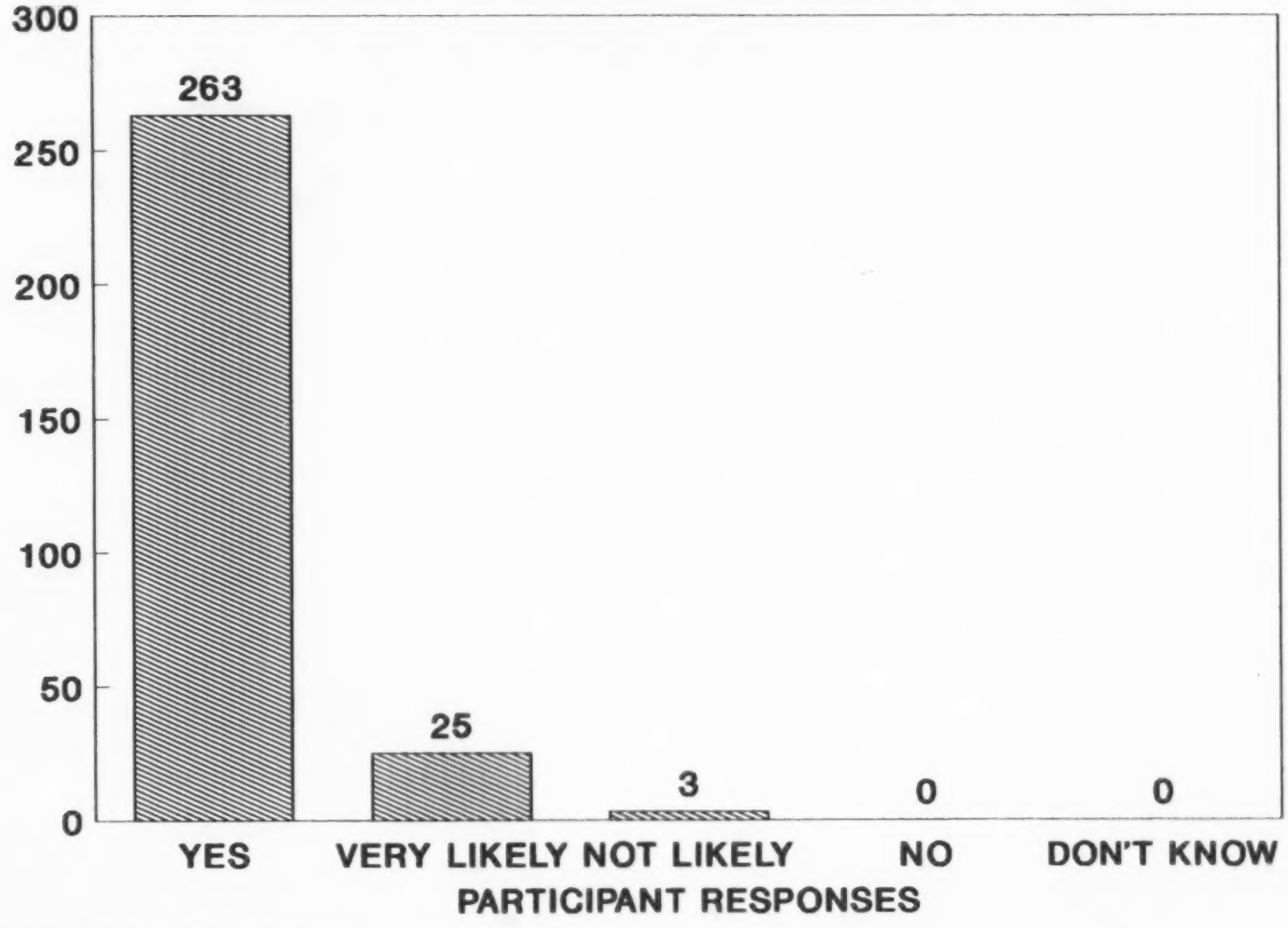
WAS THE INSTRUCTOR WELL-INFORMED ABOUT THE MATERIAL PRESENTED IN CLASS?



SKILLS TODAY FOR TOMORROW - NOV 1992

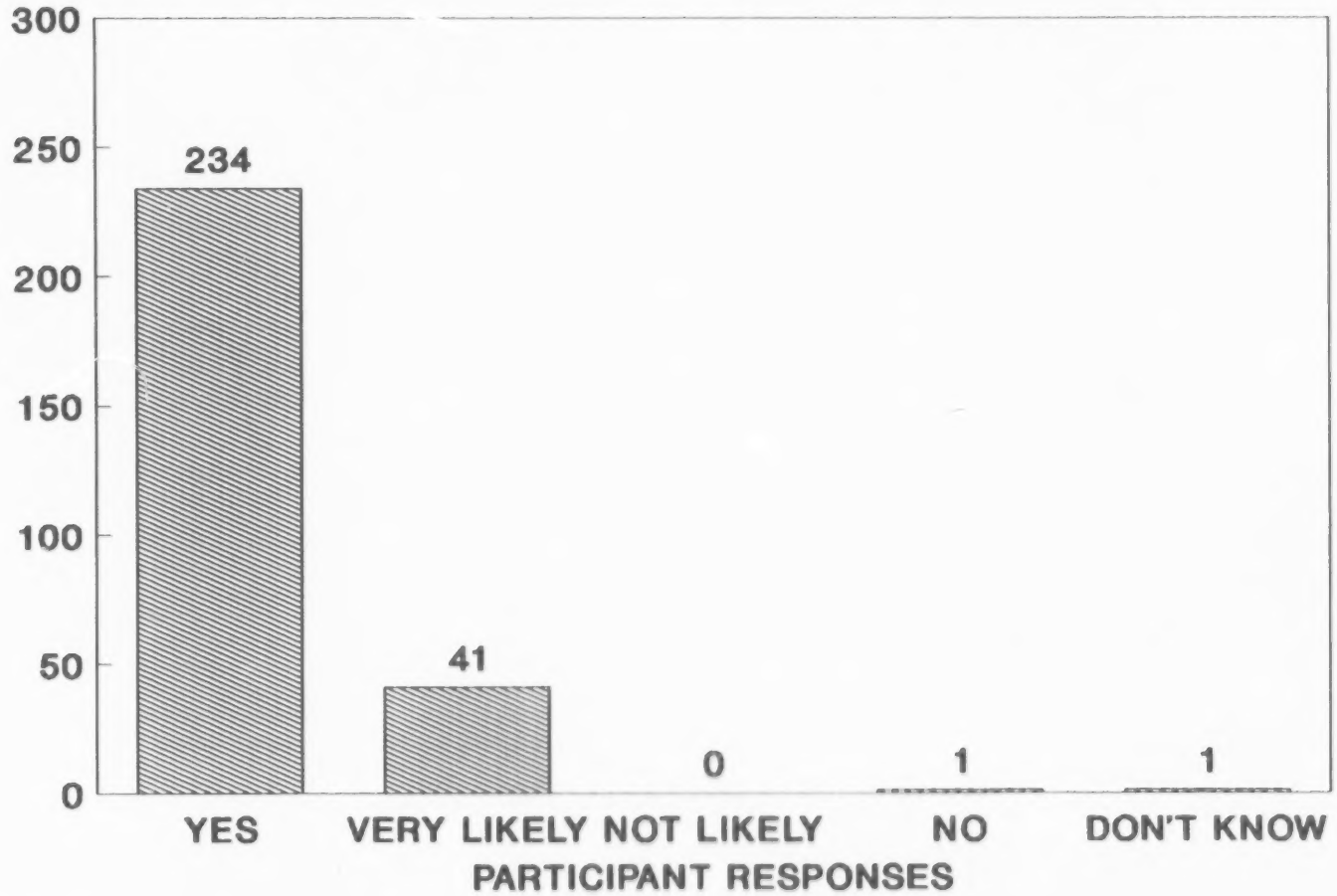
p.51

WAS THE INSTRUCTOR HELPFUL TO YOU?



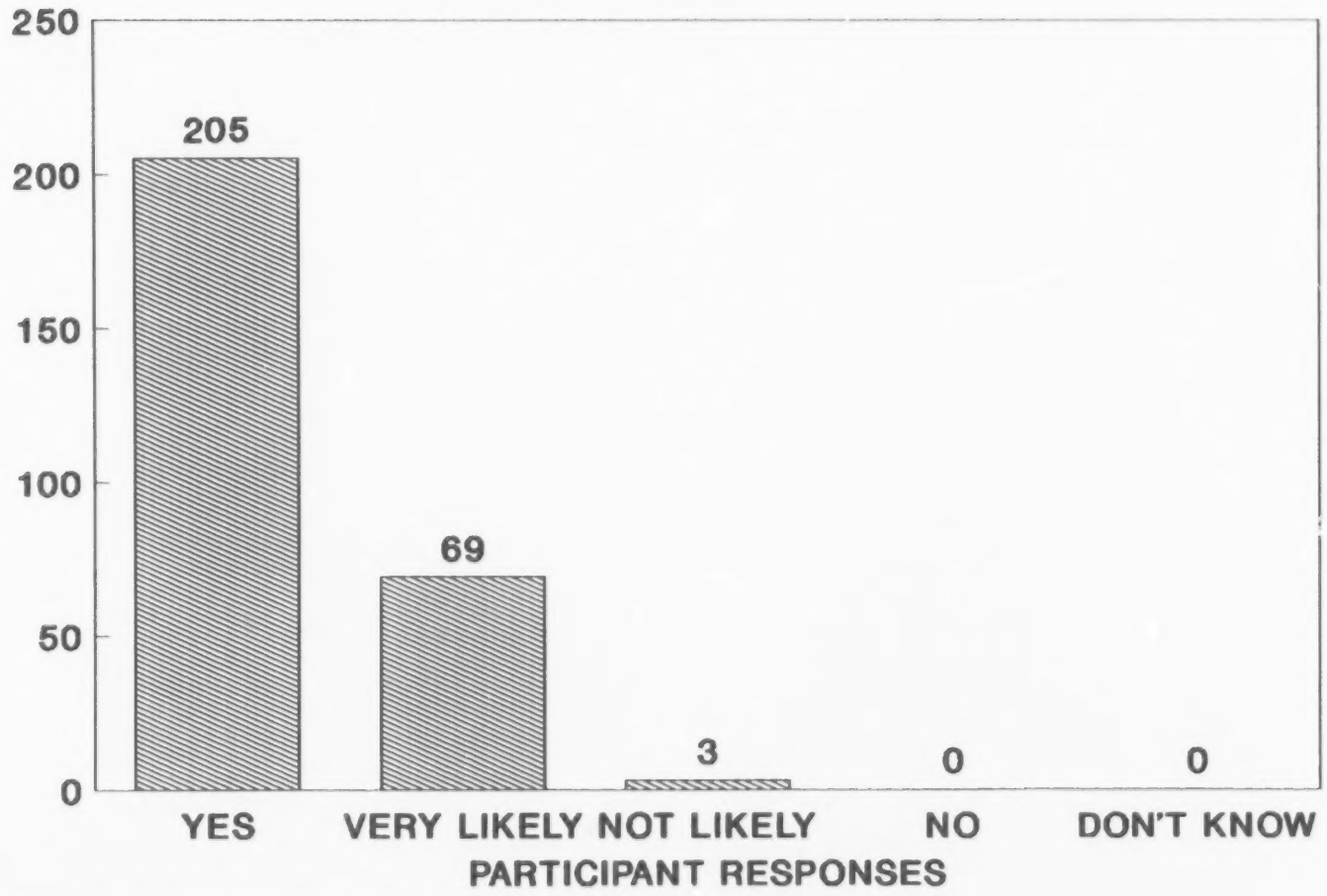
SKILLS TODAY FOR TOMORROW - NOV 1992

WAS THE INSTRUCTOR SENSITIVE TO THE LEARNERS IN THE CLASS?



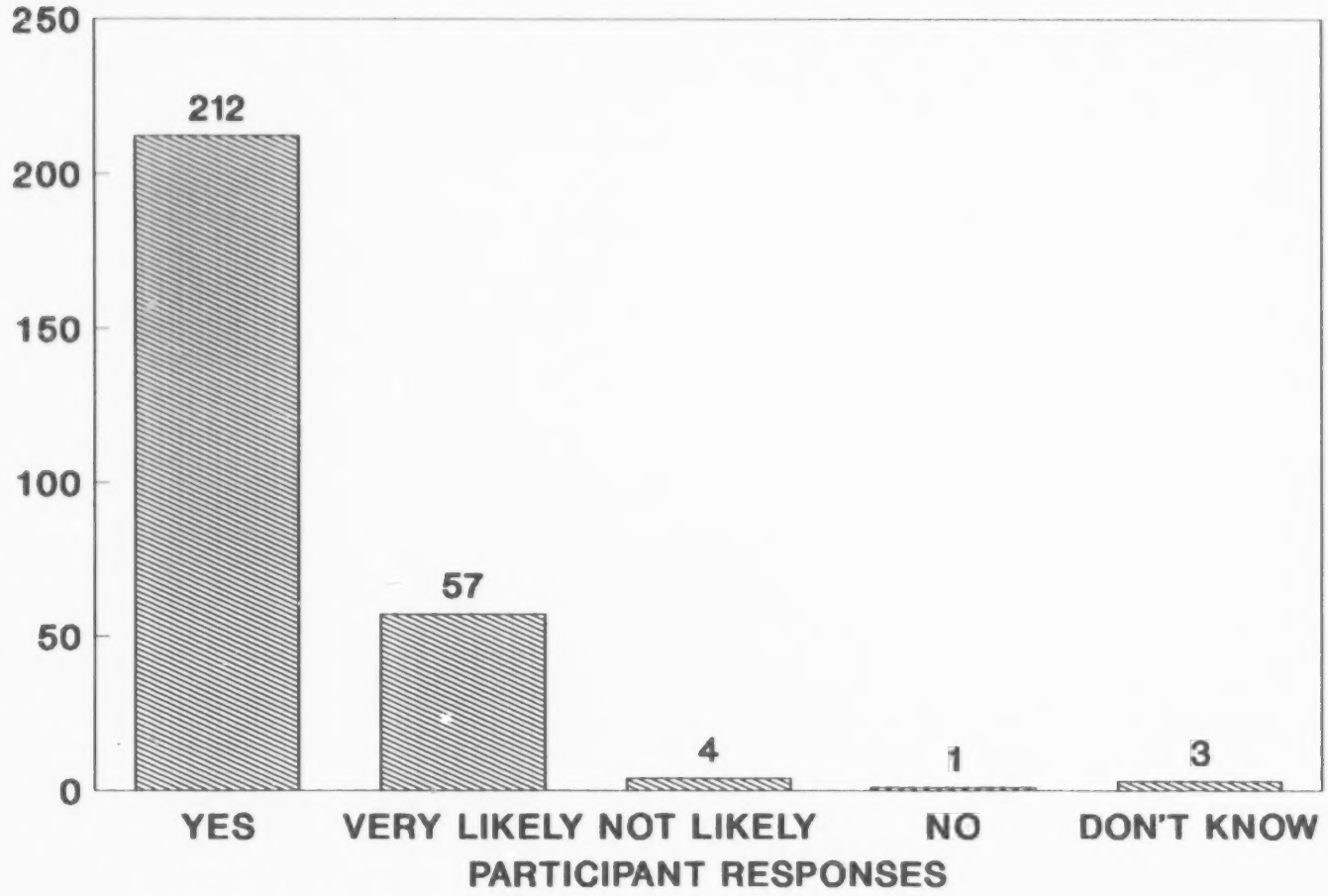
SKILLS TODAY FOR TOMORROW - NOV 1992

WERE THE METHODS OF TEACHING HELPFUL TO YOU?



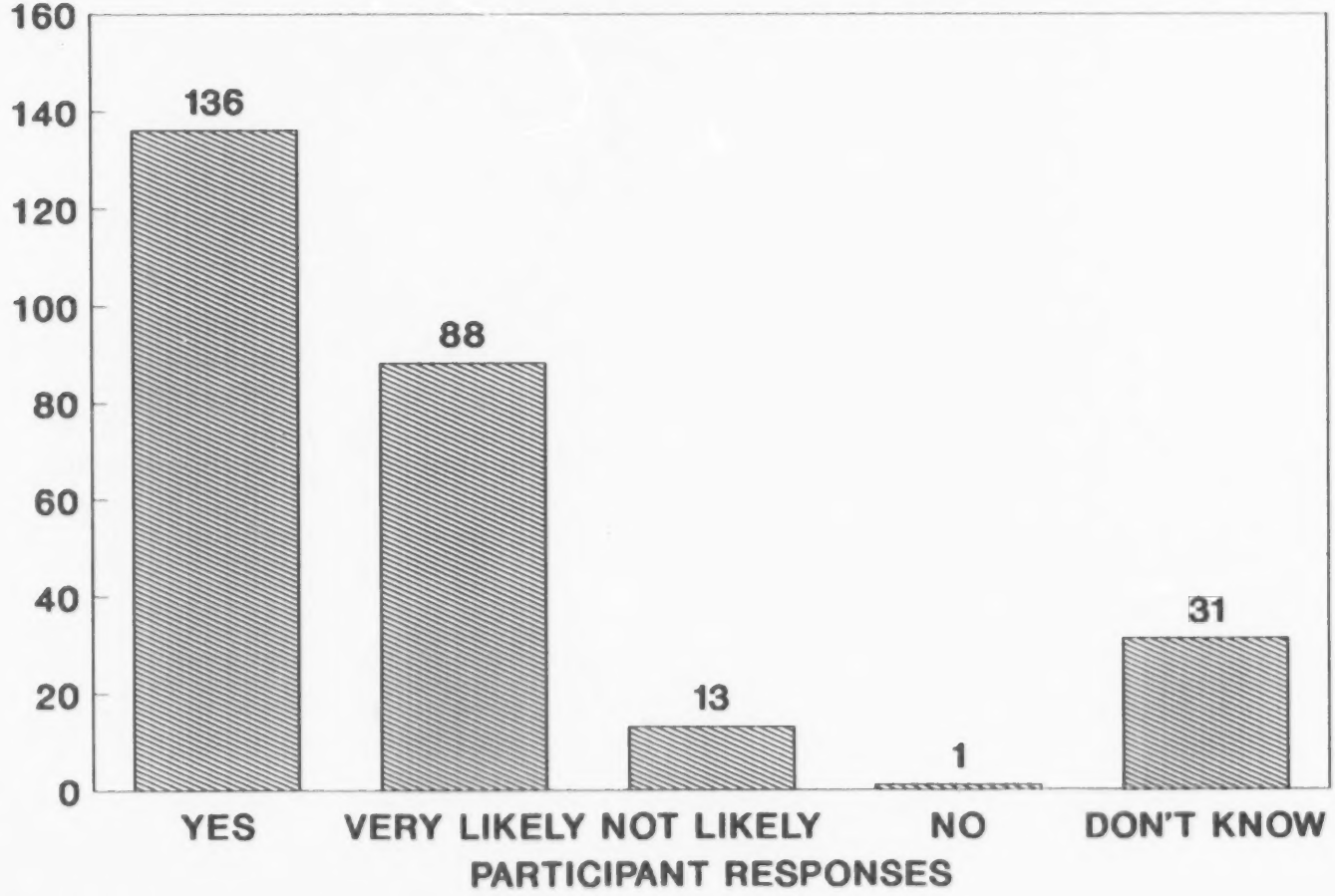
SKILLS TODAY FOR TOMORROW - NOV 1992

WOULD YOU RECOMMEND THIS CLASS TO A CO-WORKER OR FRIEND?



SKILLS TODAY FOR TOMORROW - NOV 1992

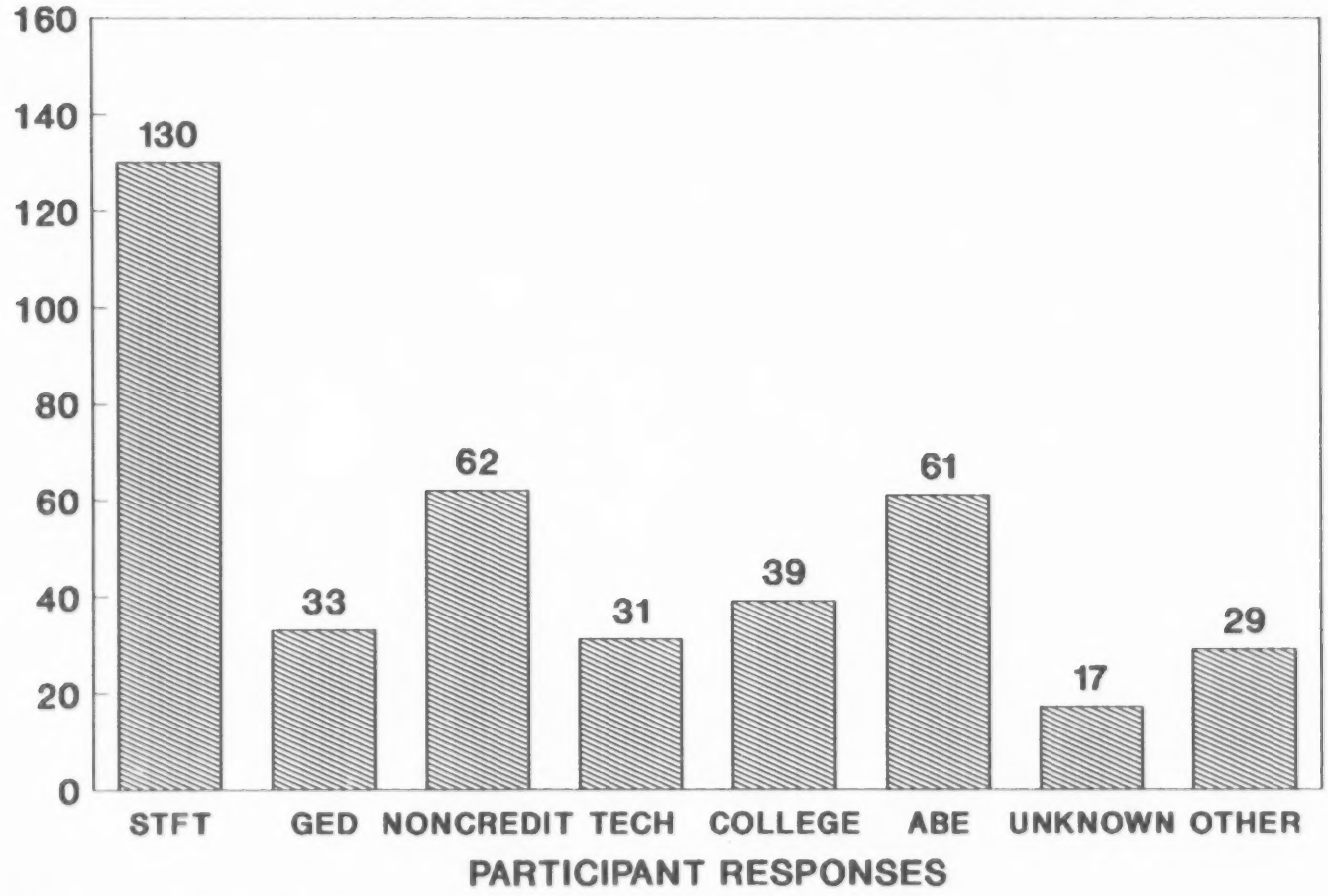
HAVING TAKEN THIS CLASS, DO YOU INTEND TO TAKE OTHER CLASSES?



p.56

SKILLS TODAY FOR TOMORROW - NOV 1992

IF YOU TAKE OTHER CLASSES, WHAT TYPE OF CLASSES DO YOU INTEND TO TAKE?



SKILLS TODAY FOR TOMORROW - NOV 1992

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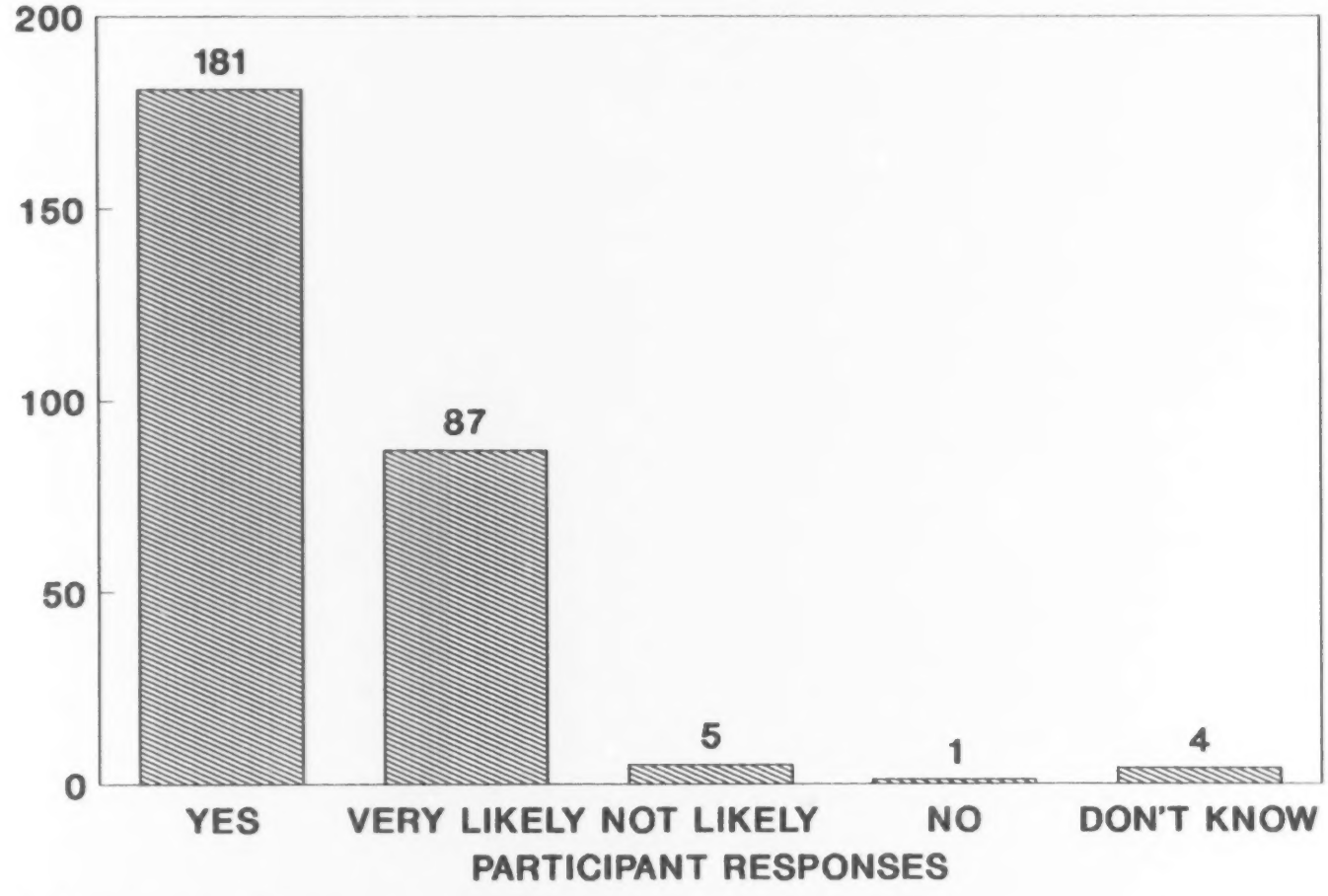
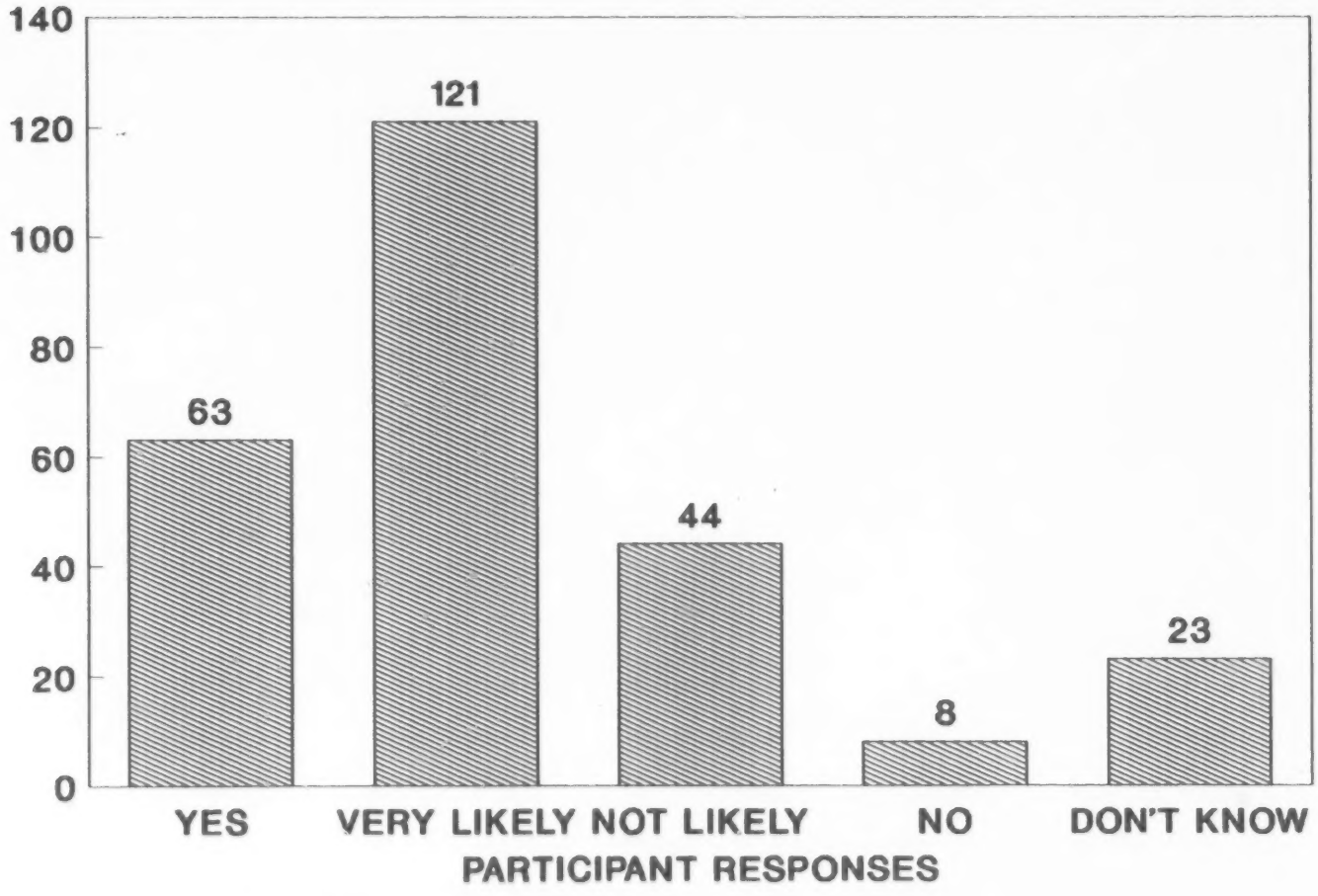
WOULD YOU TAKE ANOTHER ADULT ED CLASS IF OFFERED AT THIS LOCATION?



P.SR

SKILLS TODAY FOR TOMORROW - NOV 1992

WOULD YOU TAKE ANOTHER ADULT ED CLASS IF OFFERED AT A DIFFERENT LOCATION?



SKILLS TODAY FOR TOMORROW - NOV 1992

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WORKER COURSE EVALUATIONS - SUMMARY OF COMMENTS

. . . I want more!

. . . having education come to Binda makes education possible that would not otherwise take place for most of us.

. . . the teacher could not have gone out of her way more for us than G. did.

. . . this class is for everyone who needs to refresh their education

. . . I hope more of the other employees take this class--supervisors too!

. . . the teacher would not let me give up.

. . . this class gave me the confidence to take my GED test, and I passed it.

. . . I got back what was lost and now I want more.

. . . I am very pleased with the results of this class.

. . . the instructor was terrific! (repeated on almost all evaluations)

. . . it helps you learn what other departments do.

. . . if you apply what you've learned in this class it makes problems at work easier. Between management and staff learning to work out problems, it could improve business.

. . . I can better help my son/daughter. (repeated on many evaluations)

. . . I feel the classes helped and I noticed I learned quicker as an adult.

. . . caught up on things which I forgot since high school.

. . . I feel I can solve problems in an organized way and come up with a good working plan.

. . . it has been both education and fun.

. . . good timing because I'm already here for work.

. . . I'm much more aware of how much I <u>don't</u> know.

. . . learned more in this class than I did in high school.

. . . I am very pleased with myself.

. . . helped me very much to improve my work habits. I have use for 90% of what I have learned in the workplace.

. . . it was helpful when I remodeled our bathroom (calculations).

Another of the evaluation goals of **Skills Today for Tomorrow** was to measure as objectively as possible work-based outcomes of the program. Unfortunately, the participating companies did not have individual productivity measures in place. Therefore, CCC conducted a supervisor survey for all participants. [SEE EXHIBIT K] Surveys with participant names were sent to each supervisor at every site. The supervisors rated their workers in the areas of:

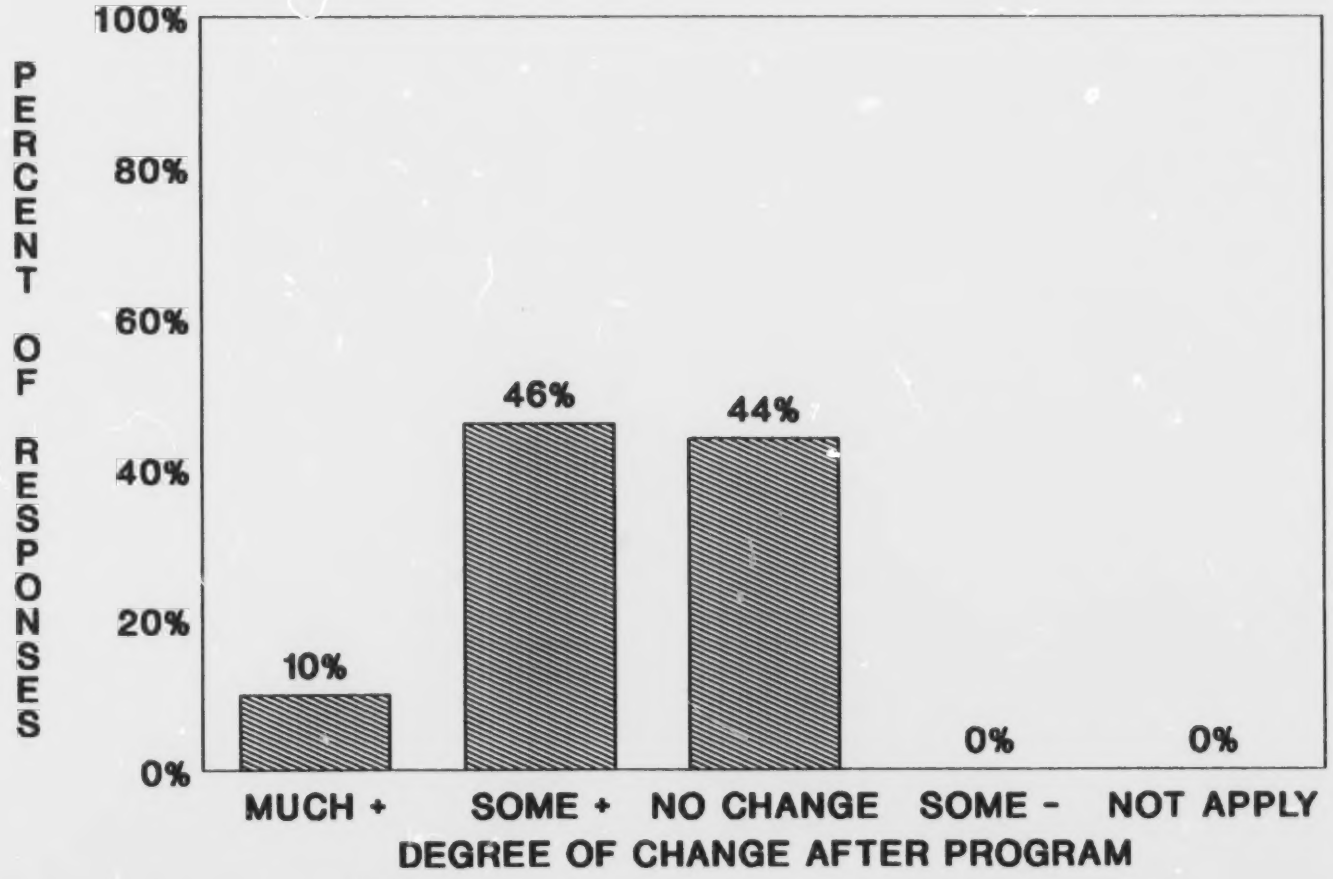
productivity
attendance
safety
self-esteem
communications

Supervisors ranked any change along a 4 point scale:

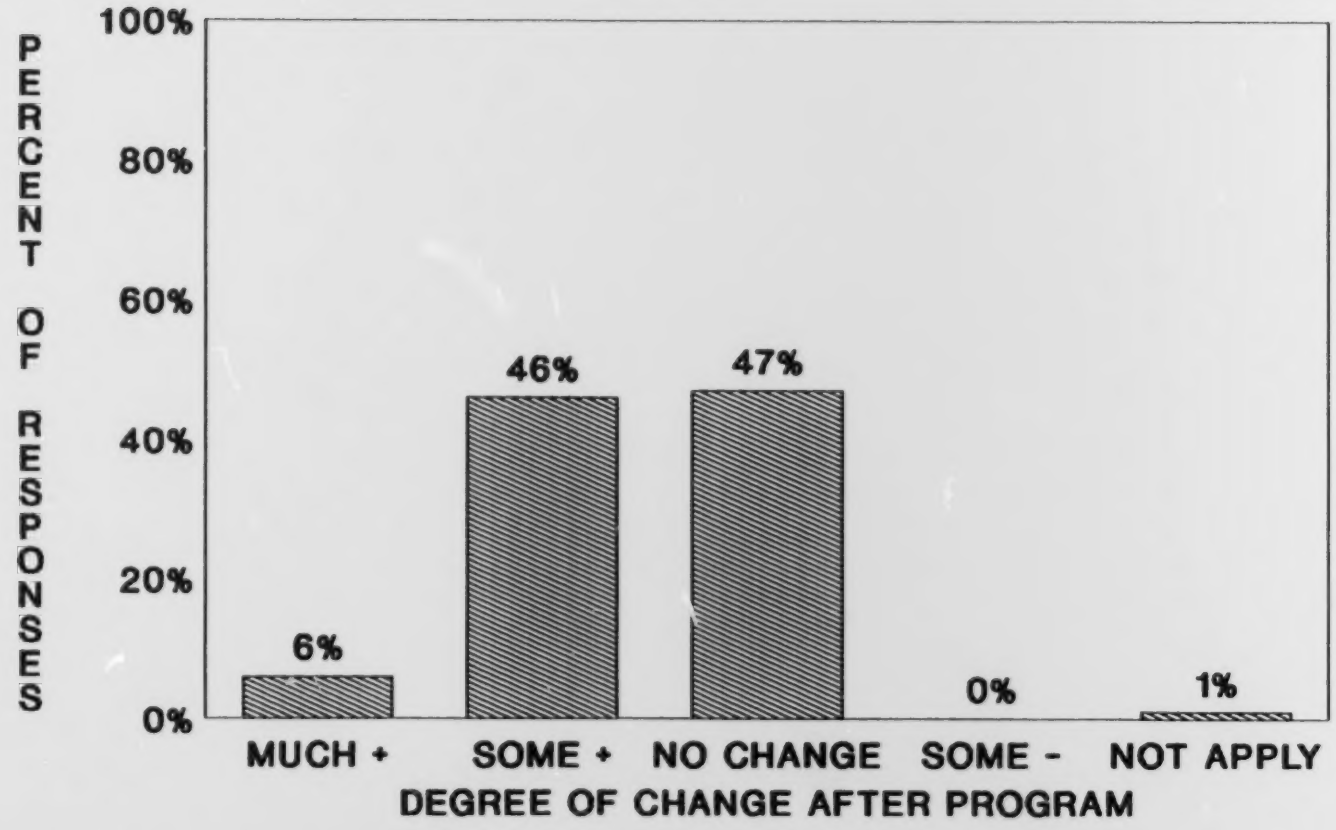
Much +	substantial improvement in worker after program
Some +	some improvement in worker after program
No change	no change in worker after program
Some -	some decline in worker after program
Not apply	unable to evaluate change in worker after program

The return rate of these surveys was 63%. Graphs of the results follow on pages 62-66. A summary of additional supervisor comments included on these reports can be found on page 67.

SUPERVISOR EVALUATION OF WORKER CHANGE: WORKER'S PRODUCTIVITY



SUPERVISOR EVALUATION OF WORKER CHANGE: WORKER'S ABILITY TO COMMUNICATE EFFECTIVELY



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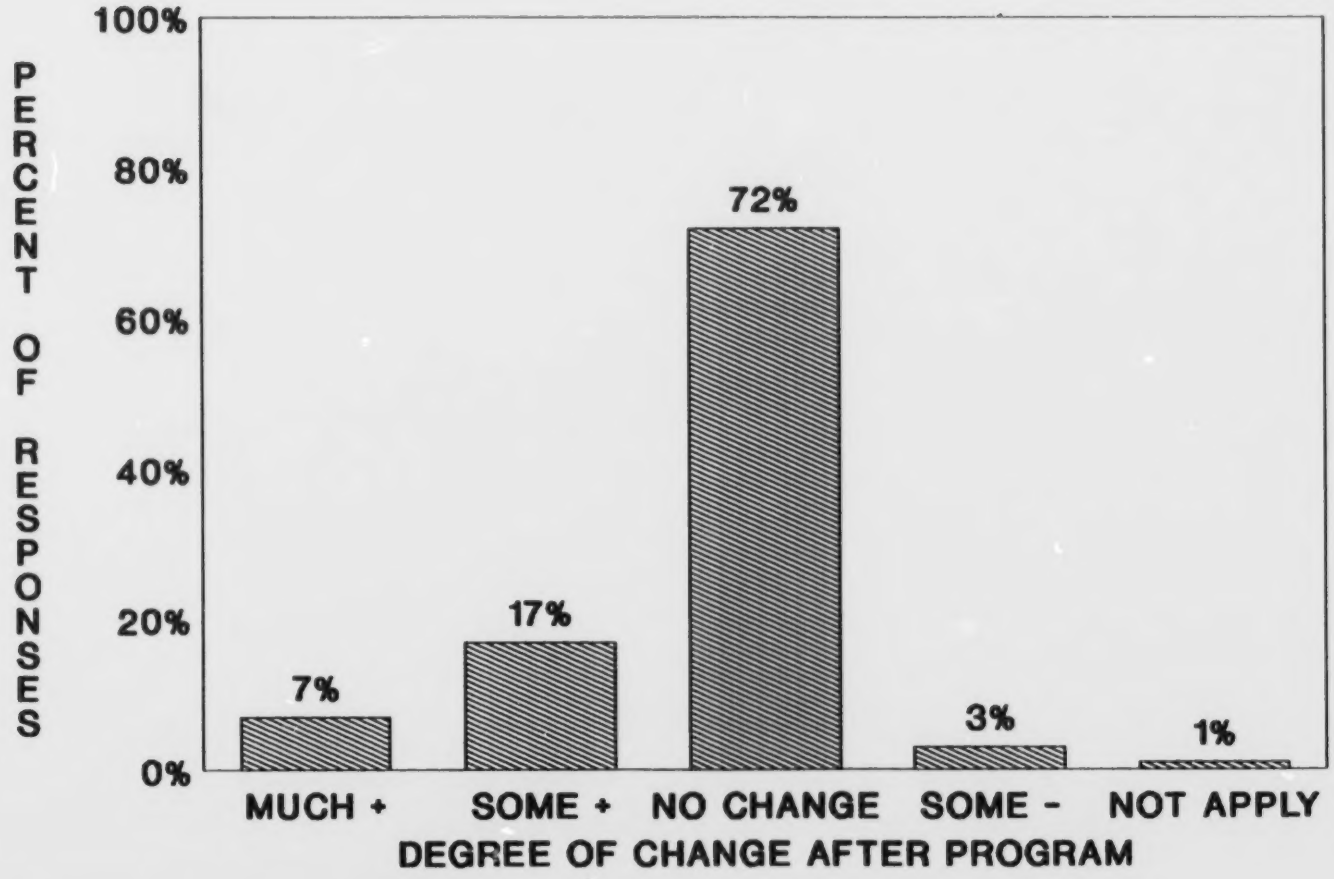
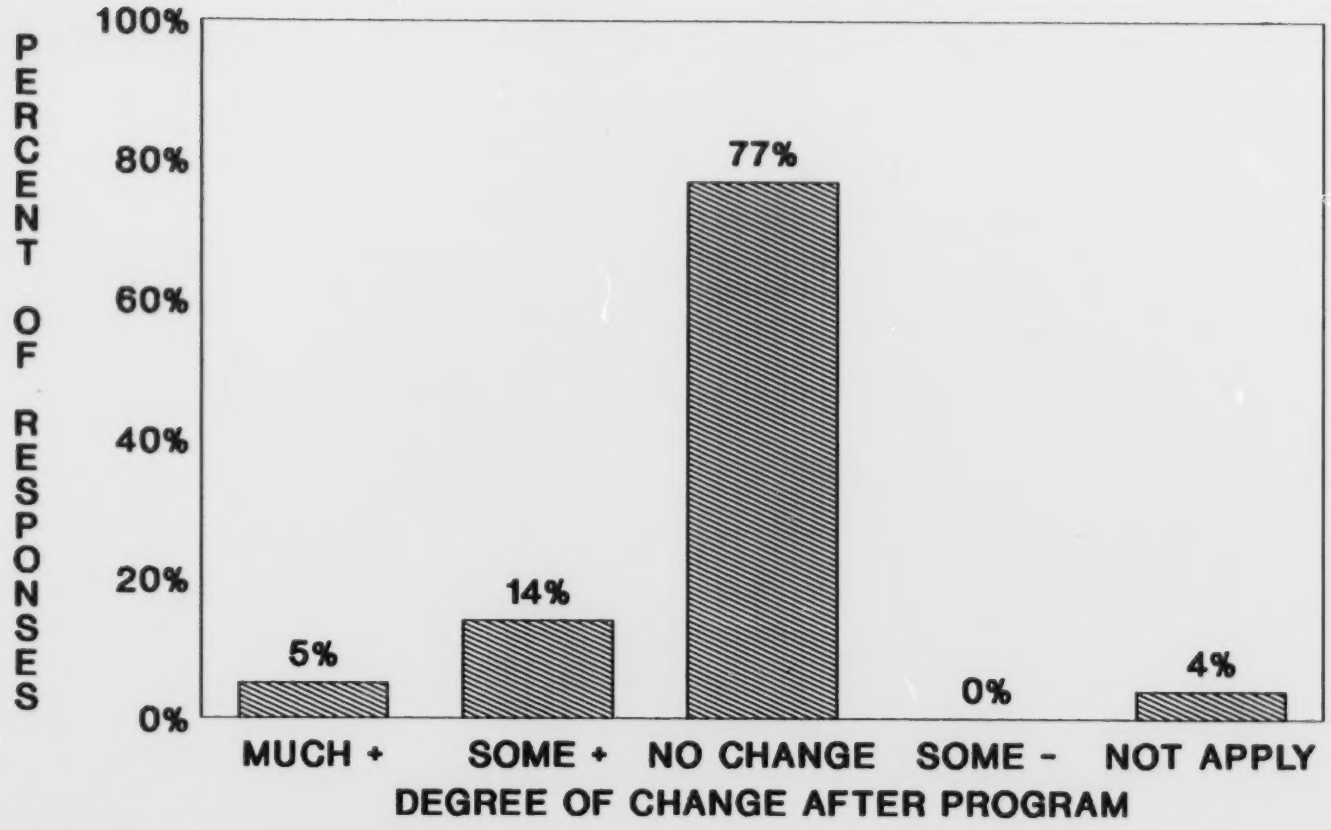
SUPERVISOR EVALUATION OF WORKER CHANGE: WORKER'S ATTENDANCE ON THE JOB



p.64

SKILLS TODAY FOR TOMORROW

SUPERVISOR EVALUATION OF WORKER CHANGE: WORKER'S CONCERN FOR SAFETY ON THE JOB



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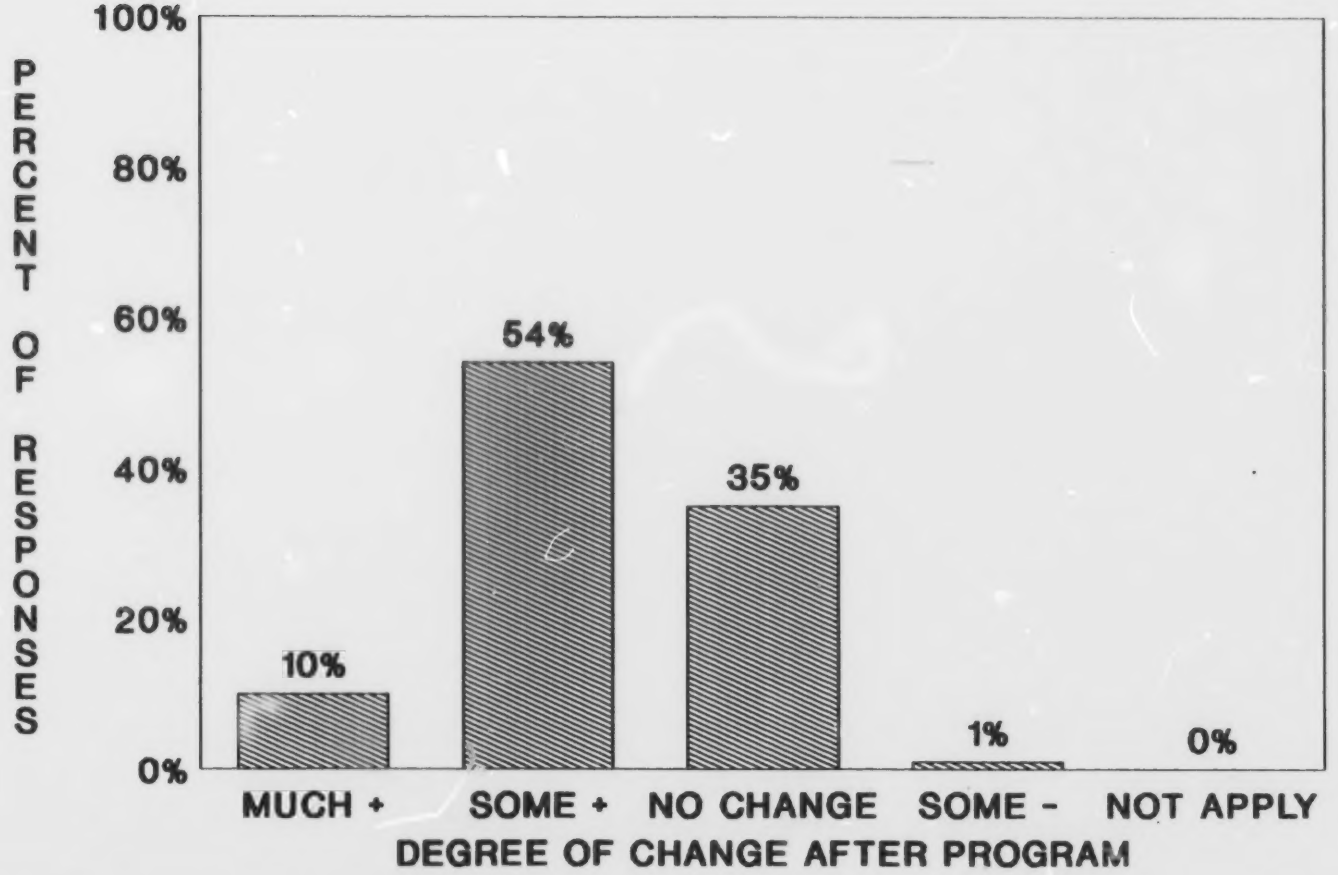
SUPERVISOR EVALUATION OF WORKER CHANGE: WORKER'S SELF-ESTEEM



p-66

SKILLS TODAY FOR TOMORROW

SUPERVISOR SURVEY - SUMMARY OF COMMENTS

. . . acquired her GED while attending classes. It was a big morale booster for her and I see the improvement. I'm proud of C.

. . . advanced in her department with a substantial wage increase. Her attendance, attitude and confidence are at all time highs.

. . . the classes sharpened C.'s skills.

. . . is a hard worker and received a raise recently and is commended for starting set-ups on folders. Other operators praise him for this too.

. . . has received a raise for doing a fine job. R. is getting more involved with machine set-ups and is an active participant in our count control program.

. . . has been promoted while she was in the Skills Today for Tomorrow classes.

. . . was recently promoted to senior revisor.

. . . is more interested in her job and generally does a better job.

. . . has recently been promoted.

. . . has taken the responsibility on herself to enroll in a computer class at a local community college.

. . . was promoted to a Senior CRT Operator.

. . . enrolled in a PIM+SP course and is seeking a position with more responsibility.

. . . used to go through the motions and didn't say much. Now V. is very active in what is going on in the folding department.

. . . is willing to accept more responsibility. D. has also enrolled in a PC training class. He received a note of recognition from the President of the company for his quality awareness.

. . . was promoted to Embossing Press Trainee.

. . . the schooling opened his eyes and made him aware of what he was headed for and N. has overcome some serious problems which I'm sure have overlapped with work.

. . . has been out of school for some time. I think it was very refreshing for V. to attend these classes. It helped her self-esteem and improved her attitude towards the company.

. . . has more interest in what is written on job jackets.

. . . really enjoyed the learning experience. B.'s self-esteem is better and he is complimented often by customers when they come in for inspections.

. . . has enrolled in four classes at Catonsville Community College.

. . . has been selected as a process improvements team leader.

. . . is more aware of her job responsibilities. I think the classes made A. realize this is a real job, not just a temporary thing.

. . . enrolled in a stop smoking program.

DISSEMINATION

Dissemination, though not originally expected to be a primary outcome of this project, indeed took on a major role. Both the education community and the graphic arts industry displayed great interest in the project. Interestingly, greater interest was in "how to" rather than "what happened."

Both of the national printing trade associations were very interested in the project. The National Association of Printers and Lithographers (NAPL) was interested in the project since **Skills Today for Tomorrow** used their WorkPLACE® curriculum for part of the instruction. The project was frequently mentioned in their publicity regarding WorkPLACE®. Printing Industries of America (PIA) is the parent organization of PIM+SP, one of the partners in the project. PIA is beginning to initiate workplace literacy programs for its members and requested that the Project Director present a seminar at the PIA Human Relations Symposium in October 1992.

As a result of the dissemination efforts of this project, the Project Director received numerous telephone consulting requests from printing companies in other parts of the country seeking assistance in establishing work-based education programs in their firms. Printing companies in California, Ohio, Colorado, Massachusetts, Washington, D.C., Virginia, among others, sought assistance from **Skills Today for Tomorrow**.

The Project Director presented the following workshops, seminars, and discussions regarding **Skills Today for Tomorrow** during the life of the project:

"Skills Today for Tomorrow: Implementing a Workplace Literacy Program." seminar presented at American Association for Adult, Community, and Continuing Education Annual Conference, Anaheim, CA, November 1992.

"Workforce 2000: Planning and Implementing a Basic Skills Enhancement Program in the Graphic Arts Industry." seminar presented at Printing Industries of America Human Relations Symposium, Tucson, Arizona, October 1992.

"Workplace Documents to Workplace Learning: Job-Specific Curriculum Development." participatory workshop presented at Literacy Works Professional Development Institute, Baltimore, Maryland, October 1992.

"Skills Today for Tomorrow: A Workplace Literacy Program Model." seminar presented at National Council on Community Services and Continuing Education Annual Conference, Baltimore, Maryland, October 1992.

"Workplace Literacy for Small and Medium-Sized Businesses." panel discussion at National Alliance of Business annual conference in Miami, Florida, September 1992.

"Implementing a Workplace Literacy Program for Graphic Arts Companies," seminar presented at the Graphic Arts Institute of America annual meeting, Denver, Colorado, June 1992.

"Implementing a Workplace Literacy Program: A Model for Business and Education Partnerships," breakout session presented at Maryland Association of Adult, Community and Continuing Education conference, Annapolis, Maryland, April 1992.

"Reducing Management Skepticism and Worker Anxiety: Promoting Workplace Literacy Programs," breakout session presented at Maryland Association of Adult, Community and Continuing Education conference, Annapolis, Maryland, April 1992.

"Workplace Literacy: The Community College Role," workshop presented at Association of Faculty for Advancement of Community College Teaching, Essex, Maryland, January, 1992.

"Skills Today for Tomorrow, A Program That's Working," lecture presented at "BC 2001," sponsored by the Executive Advisory Board on Higher Education, Towson, Maryland, October 1991.

"How to Evaluate and Select Software for Adult Literacy Programs," workshop presented at the Maryland Department of Education Literacy Professional Development Institute, Columbia, Maryland, October 1991.

"Workplace Literacy Program Models," panel presentation at the Maryland State Department of Education Literacy Works Professional Development Institute, Columbia, Maryland, October 1991.

The final report and copies of the curriculum will be on file with the U.S. Department of Education in Washington, D.C. and at the Curriculum Coordination Center in Springfield, IL.

PUBLIC RELATIONS

Skills Today for Tomorrow received recognition in both the education community and the graphic arts industry. Exhibit L includes a selection of published articles referring to this project.

The project started so quickly that a kick-off event prior to classes was not possible. However, on September 5, 1991, during the initial round of classes, Catonsville Community College, Printing Industries of Maryland and Southern Pennsylvania, and Port City Press held a press conference at the site of Port City Press' classes. Some employee participants agreed to speak, along with the leadership of the three partners, on the value of the program to both the company and the individual worker. This event was scheduled close to International Literacy Day on September 8 in hopes of garnering greater press coverage.

The closing event for the project is discussed in the Employee Recognition section of this report.

SITE SUMMARY - PORT CITY PRESS

LOCATION
Port City Press, Incorporated
1323 Greenwood Road
Baltimore, Maryland 21208

SITE COORDINATOR
Ms. Pat Schlottenmeier, Benefits Administrator

CLASSES HELD
Level I: 4 sections
Level II:
- On-The-Job Math - 4 sections
- Critical Thinking/Problem Solving - 3 sections
- Workplace Communications - 1 section

INSTRUCTORS
Jean Brunstetter
Thomas Cantu
Lynn Lazear

EMPLOYEE ASSESSMENTS 144

EMPLOYEE ENROLLMENTS 186

HIGHLIGHTS
Port City Press was not only the first, but also the largest participating company in the project. Immediately after the Project Director was hired, Port City held its quarterly employee meeting affording the best opportunity to address all 285 employees. Management's dire predictions of employee response ("7-10 at the most") were quickly banished when 99 employees signed-up for assessment the first day. Employee focus groups at Port City advised **Skills Today for Tomorrow** staff and were invaluable to the project during start-up. Since Port City was the "first" for each phase of the project, the staff and participants there were referred to as the "Port City Pioneers" and served as a barometer for much of the project. Port City Press' management offered employees compensatory time for any personal time they spent in **Skills Today for Tomorrow.** This extra incentive encouraged greater participation and alleviated many of the irregular shift problems in scheduling classes. After classes had been going on for over a year at Port City, supervisors began expressing concern about the number of workers off the line and an accompanying decline in production. (Port City management assured project staff that other factors were contributing to this decline as well.) In a compromise effort, Port City offered the communications module after work hours and compensated employees for 100% time in the class. Port City Press has expanded its work-based education programs and is currently offering several other courses to hourly workers as a direct result of **Skills Today for Tomorrow.** One Port City learner was chosen as a 1991 outstanding adult learner by the Maryland Association of Adult and Continuing Education.

SITE SUMMARY - BINDAGRAPHICS, INC.

LOCATION	Bindagraphics, Inc. 2701 Wilmarco Avenue Baltimore, Maryland 21223
SITE COORDINATOR	Ms. Chris Colehouse, Personnel Manager
CLASSES HELD	Level I: 3 sections Level II: On-The-Job Math - 1 section Critical Thinking/Problem Solving - 2 sections
INSTRUCTORS	Gwyn Degner
EMPLOYEE ASSESSMENTS	59
EMPLOYEE ENROLLMENTS	67

HIGHLIGHTS

Bindagraphics, Inc. was also eager to begin classes in **Skills Today for Tomorrow**. Plant meetings were held on the plant floor over the din of folding, cutting, and binding machinery. Bindagraphics had more female workers, traditionally those workers doing the more tedious hand tasks required in the bindery. Classes met in the smoking/vending machine room, the only space available until the company moved into its new location approximately 2 months into the project. The classes at Bindagraphics became a very cohesive group, and consequently more involved in company events. After completing the Critical Thinking and Problem Solving Module, participants prepared suggested changes and presented their solutions to common problems to management. Several participants in Bindagraphics classes joined, at their own expense, **Skills Today for Tomorrow** project staff in a city-wide celebration of adult learners in Baltimore on a Saturday evening during the program. Communications classes were not offered at Bindagraphics per the decision of company management.

SITE SUMMARY - COOPERATIVE SITE
ALPHA GRAPHICS INC.
ADMIRAL ENVELOPE, INC.

LOCATION
Alpha Graphics Inc.
1305 St. Paul Street
Baltimore, Maryland 21202

SITE COORDINATOR
Ms. Marcia Watcheski (Secretary, Alpha Graphics)
Mr. Gary Zorn (Executive Vice President, Admiral Envelope)

CLASSES HELD
Level II:
On-The-Job Math - 1 section
Critical Thinking/Problem Solving - 1 section

INSTRUCTORS
William Hosto
Thomas Cantu

EMPLOYEE ASSESSMENTS 31

EMPLOYEE ENROLLMENTS 20

HIGHLIGHTS
This cooperative site was an exciting experiment in **Skills Today for Tomorrow**. Both Admiral Envelope and Alpha Graphics are small companies (25 and 22 employees respectively). Neither had sufficient numbers of workers who needed basic skills instruction to warrant holding classes. By combining the interested workers from both sites, classes could be held. Alpha Graphics is located in an old "row house" in Baltimore and had an entire third floor vacant. The company expended a great deal of money to outfit part of the third floor for classes. Instructors found the setting delightful and well-suited to individualizing (workers could move from one room to another as the need arose). Both companies were very committed to offering their workers this program, but difficulties naturally arise when 10 workers of a 22 employee company are off the floor for classes. This site required greater flexibility of the project staff as classes were canceled more frequently due to rush jobs requiring workers to be on the job.

SITE SUMMARY - GAMSE LITHOGRAPHING COMPANY

LOCATION
Gamse Lithographing Company
7413 Pulaski Highway
Baltimore, Maryland 21237

SITE COORDINATOR
Mr. David Gerber, Quality Assurance Manager

CLASSES HELD
Level I: 1 section
Level II:
Critical Thinking/Problem Solving - 2 sections

INSTRUCTORS
Thomas Cantu
Claudia Morrell
Lynn Lazear

EMPLOYEE ASSESSMENTS 62

EMPLOYEE ENROLLMENTS 19

HIGHLIGHTS
Gamse Litho did not become involved in **Skills Today for Tomorrow** until mid 1992, near the end of the project. Classes met in a very small conference room, the only facility available, a fact which limited class size to fewer than ten. One class met at 6:00 a.m. to accommodate the third shift employees. Though very small, these classes generated a great deal of enthusiasm.

SITE SUMMARY - MARYLAND COMPOSITION

LOCATION Maryland Composition Company
6711 Dover Road
Baymeadow Industrial Park
Glen Burnie, Maryland 21061

SITE COORDINATOR Ms. Debbie Summers, Secretary to the President

CLASSES HELD Level I: 1 section

INSTRUCTORS Thomas Cantu

EMPLOYEE ASSESSMENTS 54

EMPLOYEE ENROLLMENTS 9

HIGHLIGHTS Maryland Composition's workers do primarily editing and proofing, in addition to copy work, comprising a more skilled workforce. However, there was substantial interest in both the math and critical thinking modules. Maryland Composition became involved in the program early, but did not remain past one round of classes. The company president was very interested in the NAPL Critical Thinking and Problem Solving curriculum. NAPL's repeated delays in publication of the curriculum delayed classes until the president decided to withdraw from the program. The company had gone back into a peak period and could not afford for employees to be in class during work hours. This was very disappointing to the staff of **Skills Today for Tomorrow** and the employees who were interested in enrolling. The management was not interested in becoming involved later in the project.

SITE SUMMARY - WAVERLY PRESS

LOCATION

Waverly, Inc.
1310 Guilford Avenue
Baltimore, Maryland 21202

SITE COORDINATOR

Mr. Rob McCreadie, Human Resources Manager

CLASSES HELD

Level I: 3 sections
Level II:
- On-The-Job Math - 1 section
- Critical Thinking/Problem Solving - 2 sections
- Workplace Communications - 2 sections

INSTRUCTORS

Mary Hardcastle
Claudia Morrell
Mary Ann VerHagen
Thomas Cantu

EMPLOYEE ASSESSMENTS 105

EMPLOYEE ENROLLMENTS 80

HIGHLIGHTS

Waverly Inc. includes both a publishing and printing operation. Most of the printing work is done at a site outside of Catonsville Community College's service area. However, the workers in Baltimore were very interested in **Skills Today for Tomorrow**. Waverly was the only site where the initial interest-generating sessions were NOT mandatory. This eventually created a never-ending stream of workers who were "just finding out" about the program. One difficulty with this was the need to constantly reschedule assessment sessions and report scores to those workers. Another difficulty with this site was that workers were in two different divisions and buildings, a number of blocks apart. To accommodate everyone, classes were held in both buildings at different times. Waverly has committed to continuing this program and other training programs for workers now that the grant period is over.

SITE SUMMARY - AMERICAN TRADE BINDERY

LOCATION American Trade Bindery
1120 Whistler Avenue
Baltimore, Maryland 21230

SITE COORDINATOR Ms. Melissa Hanrahan, Vice President

CLASSES HELD Level I: 1 section
Level II:
On-The-Job Math - 1 section

INSTRUCTORS Elizabeth Mandlen
Mary Ann VerHagen

EMPLOYEE ASSESSMENTS 26

EMPLOYEE ENROLLMENTS 23

HIGHLIGHTS American Trade Bindery was approached early in the project and declined to be involved. Interestingly, near the end of the project the company contacted Catonsville Community College and requested to be involved. Since the project had received permission for a 90 day no-cost extension, there was sufficient time to run one round of classes. At the same time, another company, French Bray, Inc., contacted CCC and requested assistance for one employee who needed reading and writing instruction. Again, on a more limited basis than at Alpha Graphics, a cooperative site was established.

SITE SUMMARY - ALFORD PACKAGING

LOCATION Alford Packaging
2631 Merchant Drive
Baltimore, Maryland 21230

SITE COCRDINATOR Mr. Michael Cox, Human Resources Manager

EMPLOYEE ASSESSMENTS 122

EMPLOYEE ENROLLMENTS 0

HIGHLIGHTS Alford Packaging expressed great interest in the early phase of the project. The company had hired a private consultant who was in the process of conducting extensive literacy task audits of every job in the company. Alford is a union shop and the union representatives were included in all initial discussions about implementing **Skills Today for Tomorrow** at the company. Because the company could not afford to have more than fifteen workers off the line at any given time, plant meetings and assessments were conducted non-stop for 24 hours. Over half of the workforce was assessed and a definite need for classes emerged. On the day the Project Director returned to give workers their scores, the company announced 100 layoffs--and the end of **Skills Today for Tomorrow** at Alford.

RECOMMENDATIONS

1. Start-up period should be at least 90 days, preferably 120 days. This is especially true if the partner responsible for hiring staff has a lengthy hiring process (e.g. community college, public school system, etc.) This project worked at a definite disadvantage during the first 4 months until all staff was in place. This absence of a clearly-defined start-up period also may it very difficult to provide staff development prior to beginning the program.

2. Remain in constant contact with other project directors of both current and prior-funded projects. This is probably the most valuable resource available to a project director. Most project directors are willing to consult with others trying to reach the same goals. In addition, there is a wealth of documents, forms, surveys, applications, and the like already developed. Struggling to re-invent the wheel is not an effective use of time.

3. Project secretary should be full-time for a project of this magnitude. A full-time commitment is needed to address administrative clerical needs and to assist instructors with their needs as well.

4. It is essential to remove the "L Word" and its negative connotations from the program immediately. After the initial meetings with the Management Council, the word literacy was no longer used. The negative stigma attached to a literacy program is a deterrent not only to potential program participants, but employers are sometimes reluctant to admit there may be a literacy problem in their firms. The Council named this project **Skills Today for Tomorrow** to emphasize the need for training to meet future workplace demands. All references to the program were either "workplace skills enhancement" or "work-based education."

5. Be aware of "peak times" and "down times" of each partner in the project and plan accordingly. It is a good idea to build in one or two skip dates when scheduling classes. This allows flexibility if a rush job comes in, the bloodmobile is using the classroom one day, or a plant meeting forces you to cancel classes.

ANECDOTAL INCIDENTS AND COMMENTS

The following are a few of the "smiles and waves" collected during this project. It is impossible to recount every incident and comment, so a number of representative anecdotes are included here.

By having the opportunity to take the classes offered by Port City Press and Catonsville Community College I have raised my self-confidence in my abilities, greatly increased my self-esteem. I personally hope to see more courses offered at Port City so that the opportunity for the employees to raise their personal and educational skill levels may continue. The opportunity to watch, listen and be a part of my co-workers in a non-work situation was fascinating to see strength, weakness, and teamwork come together. In closing, I think the words should be Thank You for the opportunity for self-improvement.

A Participant

I am delighted the people in my department took this class. In the past when they had to count stacks of paper, it was all done manually. Now, they have learned how to measure and multiply and do it much faster. What used to be a 15 minute job now takes only 5.

A supervisor

My employees are smiling more. They are getting more interested in volunteering for Employee Focus Groups. I didn't expect these outcomes--I figured that if only one person learned to read better, it would all be worth it. Instead I think we got much more.

A Vice President

I took the first critical thinking class and showed the DOSIE to a co-worker who was driving her family and me crazy while she agonized over a decision. She was delighted when it showed her the obvious choices and the relevancy of each choice. Her final decision is working out very well for her.

A Participant

Tell Jean [the instructor] that the critical thinking class is costing me big bucks because instead of just making a decision on updating my kitchen, I am now doing a long-term downstairs house plan to be addressed in steps.

A Participant

My son is in graduate school learning to be a doctor. I told him about this class and for the first time ever, he is so proud of me.

A Participant

I would never have taken these classes if they had not been offered right here where I work.

A Participant

I thought I was too old and too stupid to learn anything, but Gwyn [the instructor] was so patient with me I even amazed myself at how much I learned.

A Participant

EXHIBIT A

MANAGEMENT MEETING HANDOUTS

Recruitment materials for Company Parties

Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

Today's labor force does not meet our current needs, and our needs are increasing as technological change accelerates and foreign competition intensifies. Between 20 and 40 million adults today have literacy problems, making it difficult for them to be trained or retrained. One-half of all 18-year olds have failed to master basic language, mathematics, and analytic skills.

Secretary of Labor's Commission
on Workforce Quality and Labor
Market Efficiency, 1989.

THE SKILLS EMPLOYERS WANT

• Employers want employees who can learn the particular skills of an available job--who have ***LEARNED HOW TO LEARN***.

• Employers want employees who will hear the key points that make up a customer's concerns ***[LISTENING]*** and who can convey an adequate response ***[ORAL COMMUNICATIONS]***.

• Employers want employees who can think on their feet ***[PROBLEM SOLVING]*** and who can come up with innovative solutions when needed ***[CREATIVE THINKING]***.

• Employers want employees who have pride in themselves and their potential to be successful ***[SELF-ESTEEM]***; who know how to get things done ***[GOAL-SETTING/MOTIVATION]***; and who have some sense of the skills needed to perform well in the workplace ***[PERSONAL/CAREER DEVELOPMENT]***.

• Employers want employees who can get along with customers, suppliers or co-workers ***[INTERPERSONAL AND NEGOTIATION SKILLS]***; who can work with others to achieve a goal ***[TEAMWORK]***; who have some sense of where the organization is headed and what they must do to make a contribution ***[ORGANIZATIONAL EFFECTIVENESS]***; and who can assume responsibility and motivate co-workers when necessary ***[LEADERSHIP]***.

Workplace Basics: The Skills Employers Want, U.S.Department of Labor, Employment & Training Administration, 1989.

HUMAN RESOURCE DILEMMAS IN THE PRINTING INDUSTRY

• As an industry, we are replacing craft--which can be learned over a period of years--with technology that requires equally skilled workers but workers who can use tools like statistical quality control and system programming.

• Technology is changing the way we work. The expense of new technologies requires workers to be up and running faster.

• Our present workforce is aging and as a group, the people who will be replacing our retirees are less skilled in the basics.

• The educational institutions traditionally responsible for basic skills instruction don't have the resources required to respond to the need.

Basic Skills in the Workplace: A Problem in the Graphic Arts, National Association of Printers and Lithographers, 1990.

America has no coherent employment and training policy for the majority of its workers. Little training of front-line workers occurs in the private sector. Most workers receive no education or training beyond high school.

<u>America's Choice: High Skills or Low Wages</u>, The Commission on the Skills of the American Workforce, 1990.

Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

WORKPLACE SKILLS TRAINING BENEFITS

BENEFITS TO THE COMPANY AS A WHOLE:

- reduced spoilage, due to improved ability to perform tasks
- improved attendance, attitude, and performance of employees
- improves overall technical readiness of the firm
- enables firm to be proactive for future staffing needs
- positive image of concerned management committed to employees
- positive public image as enlightened, employee-oriented firm
- builds basis for future training programs
- builds a more versatile and trainable work force
- increased stability in the work force
- maximize training dollars with minimum cost due to grant

BENEFITS TO THE INDIVIDUAL EMPLOYEE:

- improved skills in reading, writing, math, problem solving
- enhanced self-esteem leads to sense of pride in work
- chance to improve promotion possibilities
- better attendance, attitude, and performance on the job
- improved skills apply to personal goals as well as job goals
- better equipped to deal with technology as it changes
- free training in basic skills as preparation for further education
- more self-confidence heightens willingness to adapt as job demands

Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

CCC Project Director: Laura E. Weidner 363-4111

Skills for TODAY TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

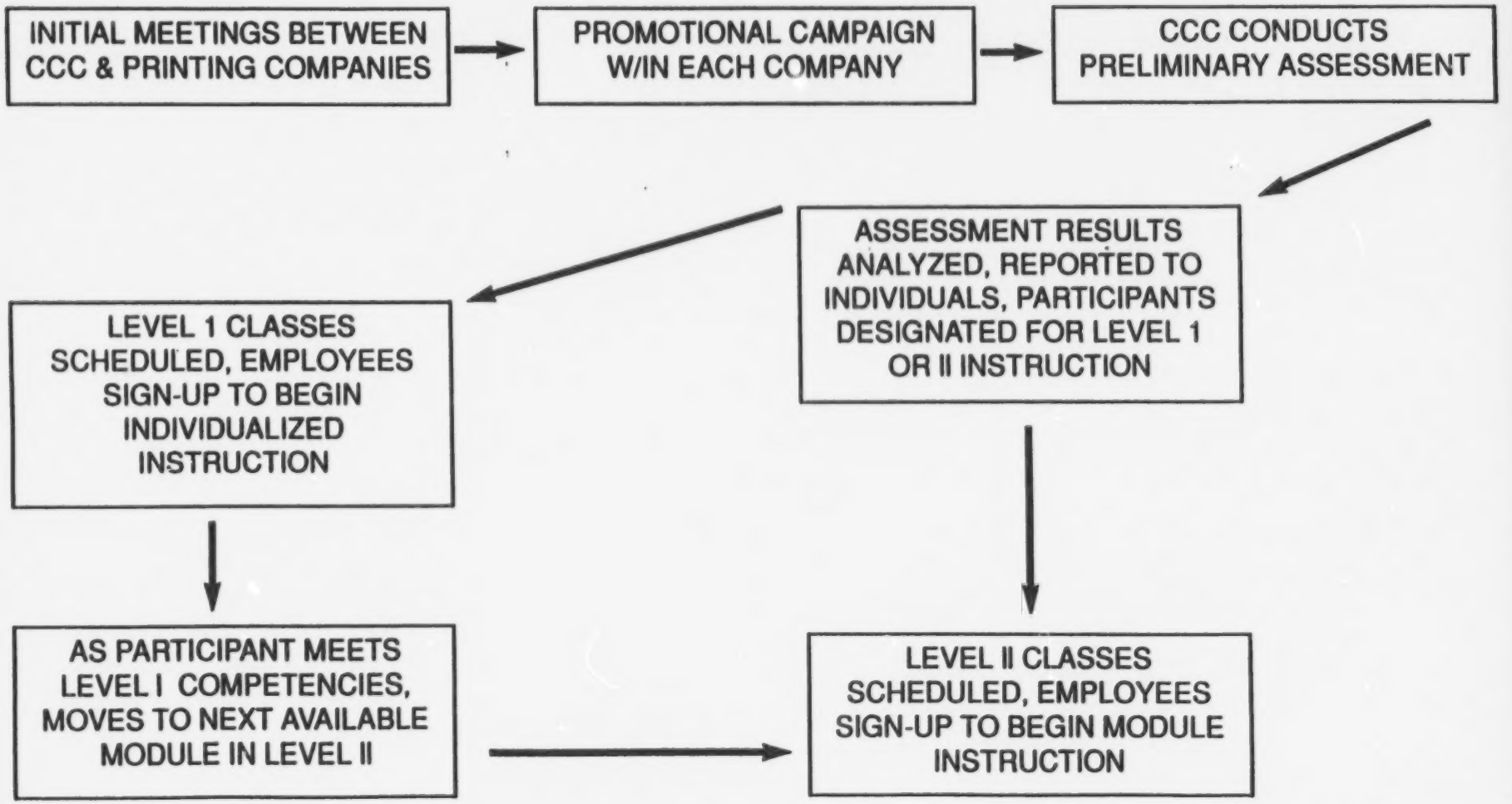
1. OVERVIEW

- 18 month, $240,500 U.S. Department of Education grant.
- Addresses the industry need for skilled labor
- Designed to improve workers' basic skills
- Incorporates two levels of instruction
- Instruction generally takes place on-site
- All instruction is printing industry specific

TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

2. FLOWCHART


INITIAL MEETINGS BETWEEN CCC & PRINTING COMPANIES
PROMOTIONAL CAMPAIGN W/IN EACH COMPANY
CCC CONDUCTS PRELIMINARY ASSESSMENT
ASSESSMENT RESULTS ANALYZED, REPORTED TO INDIVIDUALS, PARTICIPANTS DESIGNATED FOR LEVEL 1 OR II INSTRUCTION
LEVEL 1 CLASSES SCHEDULED, EMPLOYEES SIGN-UP TO BEGIN INDIVIDUALIZED INSTRUCTION
AS PARTICIPANT MEETS LEVEL I COMPETENCIES, MOVES TO NEXT AVAILABLE MODULE IN LEVEL II
LEVEL II CLASSES SCHEDULED, EMPLOYEES SIGN-UP TO BEGIN MODULE INSTRUCTION

Skills for TODAY and TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

3. CURRICULUM

LEVEL I CURRICULUM

- Includes further diagnostic assessment of individuals
- CCC instructional team will conduct skills task analysis of jobs at each worksite
- CCC instructional team will develop job-specific teaching materials
- Some commercially-produced materials may be used

LEVEL II CURRICULUM

- Three components of the NAPL workPLACE program:

✓ On-The-Job Math: apply math concepts including ratio, estimation, and measurement to print situations

✓ WorkPLACE Communications: review of reading and writing skills on job-specific documents

✓ Critical Thinking & Problem Solving: learn systematic problem solving by applying to actual job site situations

- Commercially- produced and instructor-made curriculum may be included as needed

TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

4. COMMITMENT

CATONSVILLE'S COMMITMENT

- Plan and direct program
- Assist with promotional efforts
- Develop new curriculum & customize NAPL WorkPLACE for each company
- Conduct on-site assessments
- Schedule classes and provide instruction in most appropriate time frame and setting for each company
- Maintain necessary record keeping to satisfy both the federal government's and each individual company's needs

INDUSTRY'S COMMITMENT

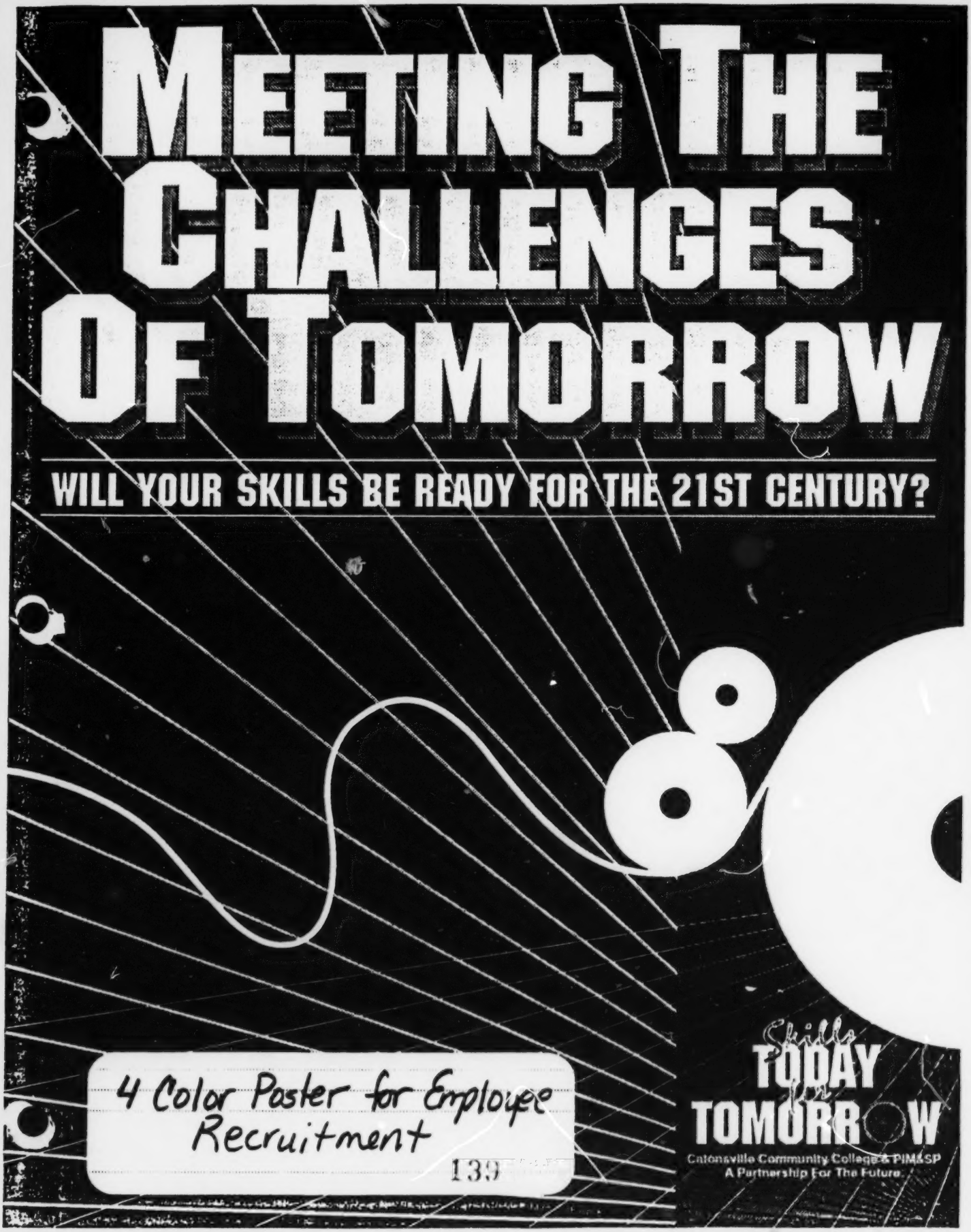
- Work with CCC to plan program
- Promote the program within the company
- Provide release-time for employees to be assessed and attend class
- support employee involvement by exhibiting positive attitude/approach and by encouraging participation
- Make the program available to any employee who demonstrates both interest and need
- Provide facilities and some resources for the assessment and instructional activities

EXHIBIT B

SAMPLE MARKETING MATERIALS

MEETING THE CHALLENGES OF TOMORROW

WILL YOUR SKILLS BE READY FOR THE 21ST CENTURY?



4 Color Poster for Employee Recruitment

139

Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future

WHAT WILL IT COST?

Funding is provided by a $240,500 U.S. Department of Education National Workplace Literacy Grant, through a partnership between Catonsville Community College and Printing Industries of Maryland (PIM).

Your commitment to a competitive workforce involves:

- Support and encourage employee involvement in the program
- Promote the program within the company
- Provide release-time for employees to be assessed and attend class
- Make the program available to any employee who demonstrates both interest and need
- Provide employee incentives

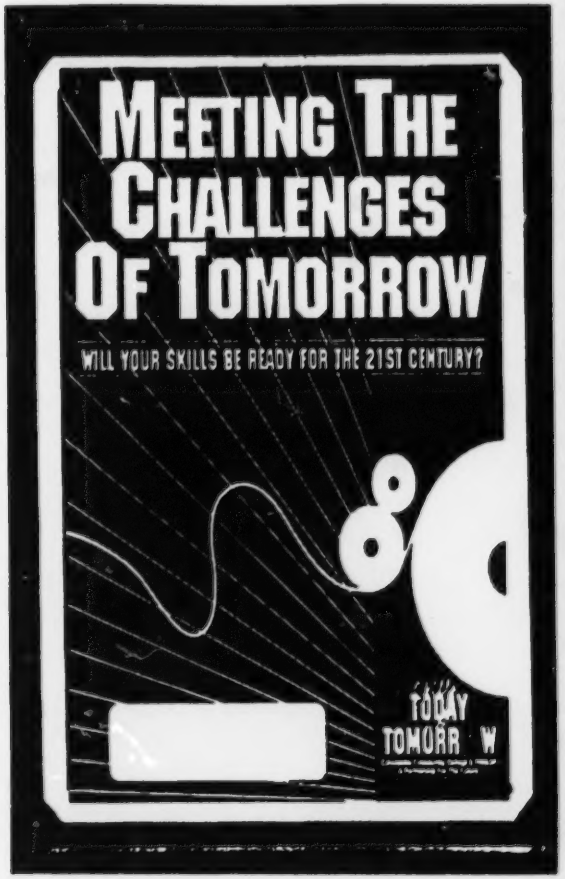
Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

for more information contact:

Laura E. Weidner, Project Director
Catonsville Community College
110 Painter's Mill Road
Owings Mills, Maryland 21117

(301) 363-4111



The Problem:
THE YEAR 2000 IS UPON US.

- A nationwide survey by the National Association of Printers and Lithographers revealed:
  - "Over 60% of printing companies surveyed reported negative results due to employee's lack of basic skills, . . ."
  - "The respondents indicated that a lack of basic skills was evident in 41% of bindery workers, 38% of press workers, 30% of materials handling workers, 28% of prepress workers, and 19% of office personnel."
  - "As an industry, we are replacing craft—which can be learned over a period of years—with technology that requires equally skilled workers but workers who can use tools like statistical quality control and system programming."

    —Linda Stroker, "Basic Skills in the Workplace: A Problem in the Graphic Arts," National Association of Printers and Lithographers (NAPL) Special Report, April 1990.
- "Low level literacy is not really the critical problem. The problem is the inability of workers who already possess very basic skills to apply their skills to job situations and to cope with changing job requirements." —Jorie W. Philippi, *Literacy at Work*, Simon & Schuster Workplace Resources, New York, NY, 1991.

The Solution:
SKILLS TODAY FOR TOMORROW

Our special instructional team will assess your workforce to determine the need for basic skills training. We will design and implement a program to:

- Train employees in the basic math, communications, reading, writing, and problem solving skills they need to perform critical job tasks . . . using actual job materials.
- Teach transferable basic skills to enable your employees to apply their learning to any situation . . . you have employees who know how to learn.
- Customize basic skills training to meet the specific needs of *your* company by:
  - Identifying critical job tasks and problem areas
  - Performing basic skills analysis of job tasks
  - Assessing basic skills needs of your employees
  - Designing instructional program using job materials.

Program is backed by the reputation and integrity of Catonsville Community College.

WHO WILL BENEFIT?

Your Company:

- Reduces spoilage, due to improved ability to perform math, reading, and problem solving skills for critical job tasks.
- Improves technical readiness of the firm by developing a more versatile and trainable workforce.
- Creates a positive image of concerned management as committed to employees.

Your Employees:

- Develops employees' skills in reading, writing, math, problem solving, critical thinking as they are applied on the job.
- Equips employees to better manage new technology and changes in the workplace.
- Improves self-esteem, self-confidence, and adaptability to new job demands.

Skills TODAY for TOMORROW

Catonsville Community College & PIM&SP
A Partnership For The Future.

MEETING THE CHALLENGES OF TOMORROW

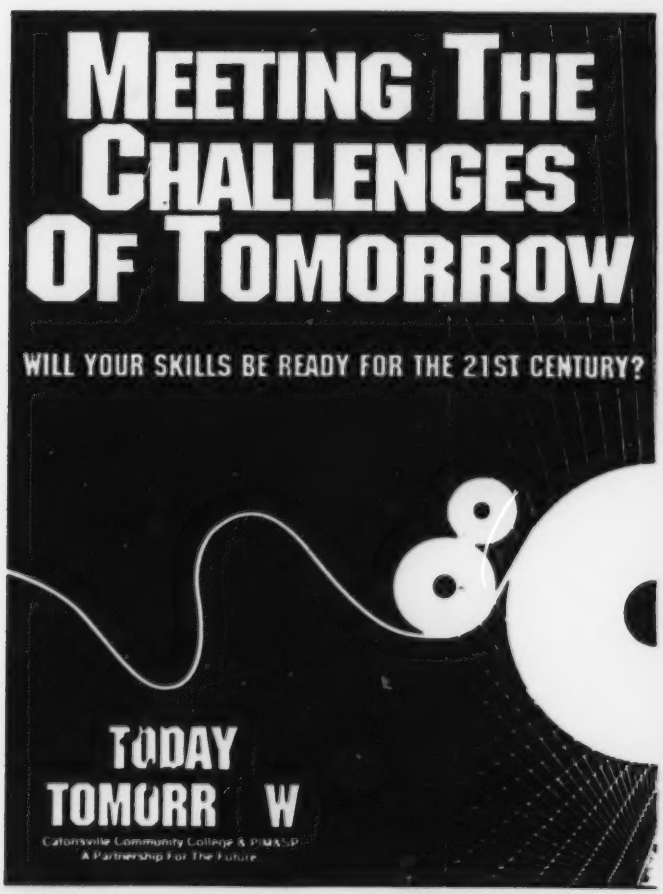
WILL YOUR SKILLS BE READY FOR THE 21ST CENTURY?

You are invited to attend one of the information sessions scheduled on May 7, 1991 at:

5 am - 7 am
1 pm - 3 pm
4 pm - 6 pm

Come and find out what **YOU** need to meet the challenges of tomorrow.

Call Pat Schlottenmeier at extension 296 and let her know which session you will attend.


MEETING THE CHALLENGES OF TOMORROW
WILL YOUR SKILLS BE READY FOR THE 21ST CENTURY?
TODAY
TOMORROW
Catonsville Community College & PIM&SP
A Partnership For The Future

Skills TODAY for TOMORROW
Catonsville Community College & PIM&SP
A Partnership For The Future.

EXHIBIT C

SAMPLE CLOZE DOCUMENT

CLOZE DOCUMENT

Name_____ Date_____

Department_____ Time_____

Directions:

1. First, read through the entire passage to get an idea of what it is about.

2. In each blank, write the ONE word you think was removed. You may fill the blanks in any order.

3. Spelling is not important as long as the words are readable.

Name_____

ADMIRAL ENVELOPE COMPANY
CLOZE ACTIVITY

It is our primary desire to send you home to your loved ones at the end of your shift--safe, sound and whole. The following rules and _____ are essential to your _____ and to the productive _____ of the Admiral Envelope _____. They are of major _____ to you and should _____ read attentively, studied and _____ in every detail. Study _____ and apply them to _____ work. Make safety a _____ part of the day _____ day performance of your _____.

Report all injuries to _____ supervisor as soon as _____ no matter how slight _____ think they are.

Operate _____ that equipment and use _____ those tools which you _____ authorized to use. Be _____ to always check machinery _____ starting it to make _____ that all is clear _____ all guards are in _____.

Do not use your hands where you should use tools or equipment.

EXHIBIT D

CASAS CORRELATIONS WITH PRINTING INDUSTRY COMPETENCIES

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS MATH - FORM 36 C

STFT MATH COMPETENCIES

CASAS ITEMS		1 WHOLE	2 FRACS	3 DECIM	4 %AGE	5 CNVER	6 AVERG	7 ESTIMT	8 RATIO	9 GRAPH	10 TIME	11 MEASR	12 INSTR	13 METRIC
CALC. % AGE	1				■									
X FRACTIONS	2		■											
X FRACTIONS	3		■											
~ DECIMALS	4			■										
% AGE, ~ DECIMAL	5				■									
LONG DIVISION	6	■												
CALC. TIME	7									■	■			
CALC. TIME	8										■			
GRAPH/CALC. %	9				■					■				
GRAPH/ CALC. %	10				■					■				
~/- DECIMALS	11			■										
+/- DECIMALS	12			■										
+/x METRIC	13													■
+ DECIMALS	14			■										
PERIMETER	15											■		
- FRACTIONS	16		■											
AREA	17											■		
+ FRACTIONS	18		■											
~ DECI/CON FRAC	19			■		■								
X FRACTIONS	20		■											
GRAPH	21									■				
GRAPH	22									■				
MEASURE	23											■		
MEASURE	24											■		
~ DECIMALS	25			■										
~ DECIMALS	26			■										
CALC. % AGE	27				■									
CALC. % AGE	28				■									
MEASURE	29											■		
~ DECIMALS	30			■										
ROUND DECIMALS	31			■										
~ DECIMALS	32			■										
COMPARE DECIMA	33			■										
CUBIC FEET	34											■		
CUBIC CONVERT	35											■		

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET

CASAS MATH - FORM 35 C

STFT MATH COMPETENCIES

CASAS ITEMS		1 WHOLE	2 FRACS	3 DECIM	4 % AGE	5 CNVER	6 AVERG	7 ESTIMT	8 RATIO	9 GRAPH	10 TIME	11 MEASR	12 INSTR	13 METRIC
+ DECIMALS	1			■										
CALC. % AGE	2				■									
MAP/CALC. TIME	3									■	■			
MAP/ CALC. TIME	4									■	■			
+ FRACTIONS	5		■											
X/- DECIMALS	6			■										
~ DEC/CONV FRA	7			■		■								
X FRACS/WHOLE	8	■		■										
GRAPH	9									■				
GRAPH	10									■				
ADD/SUBTRACT	11	■												
ADD/SUBTRACT	12	■												
+ FRACTIONS	13		■											
X DECIMALS	14			■										
DECIMAL CHART	15			■										
ROUNDING	16							■						
LONG DIVISION	17	■												
MEASURE	18											■		
MAP/X FRACTION	19		■							■				
MAP	20									■				
AREA	21											■		
AREA	22											■		
PERIMETER	23											■		
- DECIMALS	24			■										
~ DEC/ROUNDING	25			■				■						
CALC. % AGE	26				■									
CALC. % AGE	27				■									
MEASURE	28											■		
MEASURE	29											■		
TAX FORMS/+ DEC	30			■						■				
METRIC	31													■
METRIC-ENGLISH	32													■
X FRAC/DECIMAL	33			■	■									
GRAPH/% AGE	34				■					■				
X DECIMALS	35			■										

PARTICIPANT NAME _____ DATE ENTERED _____

COMPANY _____

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS MATH - FORM 34 B

STFT MATH COMPETENCIES

CASAS ITEMS		1 WHOLE	2 FRACS	3 DECIM	4 % AGE	5 CNVER	6 AVERG	7 ESTIMT	8 RATIO	9 GRAPH	10 TIME	11 MEASR	12 INSTR	13 METRIC
CHARTS	1									■				
CHARTS/X DECI	2			■						■				
TIME	3										■			
TIME	4									■				
MENU	5									■				
MENU/+ DECIMAL	6			■						■				
MEASURE	7											■		
MEASURE	8											■		
MEASURE	9											■		
~ DECIMALS	10			■										
+/- DECIMALS	11			■										
CHART/CALC. %	12				■					■				
+ DECI/CALC. %	13			■	■									
TIME	14										■			
CHART	15									■				
CONV. MEASURE	16											■		
CONV. MEASURE	17											■		
CHART/X DECIMAL	18			■						■				
CHART/+ - DECI	19			■						■				
TAX FORM/ADD	20	■								■				
TAX FORM/SUBTR	21	■								■				
ADVERTISE/- DECI	22			■						■				
TIME	23										■			
TIME	24										■			
GRAPH	25									■				
GRAPH	26									■				
METRIC	27													■
+/-DECI, CKBOOK	28			■						■				
AREA	29											■		
AREA	30											■		

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

COMMENTS:

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS MATH - FORM 33 B

STFT MATH COMPETENCIES

CASAS ITEMS		1 WHOLE	2 FRACS	3 DECIM	4 % AGE	5 CNVER	6 AVERG	7 ESTIMT	8 RATIO	9 GRAPH	10 TIME	11 MEASR	12 INSTR	13 METRIC
TIME	1										■			
MEASURE INSTRU	2												■	
TIME/X DECI	3			■							■			
TIME	4										■			
TIME	5										■			
TIME	6										■			
MULT/DIVIDE	7	■												
DIVIDE/PROB SOLV	8	■												
TIME CHART	9									■	■			
CALC. % AGE	10				■									
CALC. % AGE	11				■									
WHOLE NUMBERS	12	■												
ADDITION	13	■												
SUBTRACTION	14	■												
ADD/SUBTRACT	15	■												
DIVISION	16	■												
GRAPH	17									■				
GRAPH	18									■				
ADDITION	19	■												
DIVISION	20	■												
TIME	21										■			
TIME	22										■			
MEASURE	23											■		
MEASURE	24											■		
METRIC	25													■
SUBTRACTION	26	■												
TAX FORM	27									■				
TAX FORM	28									■				
SUBTRACTION	29	■												
X FRACTIONS	30	■												

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

COMMENTS:

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS MATH - FORM 32 A

STFT MATH COMPETENCIES

		1	2	3	4	5	6	7	8	9	10	11	12	13
CASAS ITEMS		WHOLE	FRACS	DECIM	% AGE	CNVER	AVERG	ESTIMT	RATIO	GRAPH	TIME	MEASR	INSTR	METRIC
TIME	1										■			
+ MONEY	2	■												
ADDITION	3	■												
SUBTRACTION	4	■												
MULTIPLY	5	■												
DIVIDE	6	■												
MEASURE	7											■		
TIME	8										■			
MONEY	9	■												
TIME	10									■				
TIME	11										■			
MONEY	12	■												
GRAPHS	13									■				
GRAPHS	14									■				
MONEY	15	■												
MONEY/DECIMALS	16			■										
~ DECIMALS	17			■										
~ DECIMALS	18			■										
+ DECIMALS	19			■										
MAPS	20									■				
CHARTS	21									■				
CHARTS	22									■				
ENGLISH MEASUR	23											■		
ENGLISH MEASUR	24											■		

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

COMMENTS:

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS MATH - FORM 31 A

STFT MATH COMPETENCIES

		1	2	3	4	5	6	7	8	9	10	11	12	13
CASAS ITEMS		WHOLE	FRACS	DECIM	% AGE	CNVER	AVERG	ESTIMT	RATIO	GRAPH	TIME	MEASR	INSTR	METRIC
TIME	1													
MONY	2													
ADDITION	3													
SUBTRACTION	4													
MULTIPLY	5													
DIVIDE	6													
MEASURE	7													
TIME	8													
MONEY	9													
TIME	10													
TIME	11													
MONEY	12													
MONEY	13													
GRAPH	14													
GRAPH	15													
DECIMALS/MONEY	16													
X DECIMALS	17													
- DECIMALS	18													
MULTIPLY	19													
MAPS	20													
ENGLISH MEASUR	21													
ENGLISH MEASUR	22													
CHART	23													
CHART	24													

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

COMMENTS:

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS READING - FORM 36 C

STFT READING COMPETENCIES

CASAS ITEMS		1 VOCAB	2 ALPHA	3 FACT	4 DIRECTN	5 SEQUEN	6 INDEX	7 GRAPHS	8 DIAGRM	9 SAFETY	10 ACCIDNT	11 EQUIPMT
AD	1											
AD	2											
PAY STUB	3											
PAY STUB	4											
LABEL	5											
LABEL	6											
MAP	7											
MAP	8											
SHOP ARTICL	9											
SHOP ARTICL	10											
SPEED ARTIC	11											
SPEED ARTIC	12											
JOB ARTICLE	13											
JOB ARTICLE	14											
RESUME'	15											
RESUME'	16											
INSUR POLICY	17											
INSUR POLICY	18											
INSUR POLICY	19											
GRAPH	20											
GRAPH	21											
LEGAL ARTCL	22											
LEGAL ARTCL	23											
LETTER	24											
LETTER	25											
SMOKE ARTC	26											
SMOKE ARTC	27											
ADS	28											
ADS	29											
PURCHAS ART	30											
PURCHAS ART	31											
JOBS	32											
JOBS	33											
RENTAL ARTC	34											
RENTAL ARTC	35											
CHART	36											
NEWS ARTICL	37											
NEWS ARTICL	38											

Participant Name _____ Date Entered _____

Company

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS READING - FORM 35 C

STFT READING COMPETENCIES

C.	.3	1 VOCAB	2 ALPHA	3 FACT	4 DIRECTN	5 SEQUEN	6 INDEX	7 GRAPHS	8 DIAGRM	9 SAFETY	10 ACCIDNT	11 EQUIPMT
AD	1											
AD	2											
PRICE CHART	3											
PRICE CHART	4											
DRIVER TEST	5											
DRIVER TEST	6											
MAP	7											
MAP	8											
PAY STUB	9											
PAY STUB	10											
INSURE ARTC	11											
INSURE ARTC	12											
INSURE ARTC	13											
INTERVIEW	14											
INTERVIEW	15											
LABEL	16											
LABEL	17											
APPLICATION	18											
APPLICATION	19											
ALCOHOL ART	20											
ALCOHOL ART	21											
LEGAL ARTCL	22											
LEGAL ARTCL	23											
GRAPH	24											
GRAPH	25											
LETTER	26											
LETTER	27											
BILLS	28											
BILLS	29											
ADS	30											
ADS	31											
LEASE-ARTCL	32											
LEASE-ARTCL	33											
JOBS	34											
JOBS	35											
NEWS ARTICL	36											
NEWS ARTICL	37											
CHART	38											

Participant Name _____ Date Entered _____

Company

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS READING - FORM 34 B

STFT READING COMPETENCIES

CASAS ITEMS		1 VOCAB	2 ALPHA	3 FACT	4 DIRECTN	5 SEQUEN	6 INDEX	7 GRAPHS	8 DIAGRM	9 SAFETY	10 ACCIDNT	11 EQUIPMT
MAP	1											
MAP	2											
SIGN	3											
SIGN	4											
DIRECTORY	5											
DIRECTORY	6											
CHECK	7											
CHECK	8											
AD	9											
AD	10											
APPLICATION	11											
APPLICATION	12											
LABEL	13											
LABEL	14											
MENU	15											
MENU	16											
PRICE CHART	17											
PRICE CHART	18											
DIRECTIONS	19											
DIRECTIONS	20											
FORM	21											
FORM	22											
LABEL/DIRECT	23											
LABEL/DIREC	24											
AD	25											
AD	26											
REPORT	27											
REPORT	28											
MAP	29											
MAP	30											
LABEL	31											
LABEL	32											

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

COMMENTS:

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS READING - FORM 33 B

STFT READING COMPETENCIES

CASAS ITEMS		1 VOCAB	2 ALPHA	3 FACT	4 DIRECTN	5 SEQUEN	6 INDEX	7 GRAPHS	8 DIAGRM	9 SAFETY	10 ACCIDNT	11 EQUIPMT
MAP	1											
MAP	2											
DIRECTORY	3											
DIRECTORY	4											
CHECK	5											
CHECK	6											
AD	7											
AD	8											
MENU	9											
MENU	10											
APPLICATION	11											
APPLICATION	12											
PRICE CHART	13											
PRICE CHART	14											
MEDICINE LAB	15											
MEDICINE LAB	16											
DIRECTIONS	17											
DIRECTIONS	18											
SIGNS	19											
SIGNS	20											
FIRST AID	21											
FIRST AID	22											
MAP	23											
MAP	24											
AD	25											
AD	26											
LABEL	27											
LABEL	28											
FORM	29											
FORM	30											
FORM	31											
FORM	32											

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS READING - FORM 32 A

STFT READING COMPETENCIES

CASAS ITEMS		1 VOCAB	2 ALPHA	3 FACT	4 DIRECTN	5 SEQUEN	6 INDEX	7 GRAPHS	8 DIAGRM	9 SAFETY	10 ACCIDNT	11 EQUIPMT
CLOCK	1								■			
COINS	2								■			
BUS	3								■			
SIGNS	4								■			
NUMBERS	5								■			
AD	6								■			
NUMBERS	7								■			
APPT.	8								■			
CALENDAR	9							■				
CALENDAR	10							■				
SIGN	11								■			
PICTURE	12								■			
MAP	13								■			
MAP	14								■			
MAP	15								■			
ENVELOPE	16			■								
ENVELOPE	17			■								
PICTURE	18								■			
COINS	19								■			
SIGNS	20								■			
SIGNS	21								■			
AD	22								■			
DIRECTIONS	23									■		
DIRECTIONS	24									■		

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

COMMENTS:

SKILLS TODAY FOR TOMORROW
STUDENT PROFILE SHEET
CASAS READING - FORM 31 A

STFT READING COMPETENCIES

		1	2	3	4	5	6	7	8	9	10	11
CASAS	ITEMS	VOCAB	ALPHA	FACT	DIRECTN	SEQUEN	INDEX	GRAPHS	DIAGRM	SAFETY	ACCIDNT	EQUIPMT
CLOCK	1											
BUS	2											
NUMBERS	3											
COINS	4											
PICTURE	5											
AD	6											
NUMBERS	7											
APPT.	8											
MAP	9											
SIGN	10											
PICTURE	11											
SIGNS	12											
SIGNS	13											
MAP	14											
MAP	15											
CALENDAR	16											
CALENDAR	17											
ENVELOPE	18											
ENVELOPE	19											
PICTURE	20											
COINS	21											
AD	22											
DIRECTIONS	23											
DIRECTIONS	24											

PARTICIPANT NAME_____ DATE ENTERED _____

COMPANY_____

COMMENTS:

EXHIBIT E

INDIVIDUAL LEARNING PLAN

Skills TODAY for TOMORROW
Catonsville Community College & PIM&SP
A Partnership For The Future.

INDIVIDUAL LEARNING PLAN

NAME_____ INSTRUCTOR_____

SS #_____ EMPLOYER_____

DATE ENTERED PROGRAM_____ COURSE/SECTION #_____

****

ASSESSMENT

CASAS	READING	MATH
Appraisal	_____	_____
Level	_____	_____
Pre	_____	_____
Post	_____	_____
Cloze	_____	Learning Style_____

PROGRAM LEVEL _____

OTHER DIAGNOSTIC INFORMATION:

****

STUDENT GOALS:

INSTRUCTOR COMMENTS:

SKILLS/COMPETENCY NEEDS	APPROACH/MATERIALS	STARTED	MASTERED

I have met with my instructor and we have discussed the above proposed program for my instruction. I will attend class regularly and work with my instructor to reach these goals.

_____ _____

Student Signature Date

_____ _____

Instructor Signature Date

EXHIBIT F

LEARNER COMPETENCY PROFILES

SKILLS TODAY FOR TOMORROW
LEVEL 1 COMPETENCY PROFILE

	MASTERY ON ENTRY	DATE OF MASTERY
READING COMPETENCIES		
1 READ & INTERPRET JOB-SPECIFIC VOCABULARY		
2 FIND INFORMATION IN ALPHABETICAL ORDER		
3 READ & INTERPRET INFORMATION FROM WRITTEN MATERIAL		
4 READ AND FOLLOW DIRECTIONS		
5 READ AND INTERPRET SEQUENTIAL DIRECTIONS		
6 USE TABLE OF CONTENTS, INDEX, AND APPENDICES		
7 READ & INTERPRET CHARTS, GRAPHS, TABLES		
8 READ & INTERPRET MAPS, DIAGRAMS, ILLUSTRATIONS, & BLUEPRINTS		
9 READ & INTERPRET NOTICES ABOUT SAFETY, RULES, & PROCEDURES		
10 READ & INTERPRET PROCEDURES FOR REPORTING ACCIDENTS & EMERGENCIES		
11 READ & INTERPRET DIRECTIONS FOR USING EQUIPMENT & MATERIALS		
MATHEMATICS COMPETENCIES		
1 ADD, SUBTRACT, MULTIPLY, DIVIDE WHOLE NUMBERS		
2 ADD, SUBTRACT, MULTIPLY, DIVIDE FRACTIONS/MIXED NUMBERS		
3 ADD, SUBTRACT, MULTIPLY, DIVIDE USING DECIMALS		
4 ADD, SUBTRACT, MULTIPLY, DIVIDE USING PERCENTAGES		
5 DETERMINE EQUIVALENTS BY CONVERTING FRACTIONS, DECIMALS, PERCENTAGES		
6 COMPUTE AVERAGES USING WHOLE NUMBERS, FRACTIONS, DECIMALS, PERCENTAGES		
7 DETERMINE APPROXIMATIONS BY ESTIMATING, ROUNDING, & JUDGING ANSWER VALIDITY		
8 INTERPRET RATIO AND PROPORTION		
9 INTERPRET DATA FROM GRAPHS AND CHARTS		
10 CALCULATE TIME		
11 PERFORM BASIC MEASUREMENT TASKS		
12 USE MEASUREMENT INSTRUMENTS & INTERPRET READINGS		
13 SOLVE MEASUREMENT PROBLEMS IN ENGLISH OR METRIC UNITS		
WRITING COMPETENCIES		
1 PRINT OR WRITE LEGIBLY		
2 USE STANDARD ENGLISH MECHANICS		
3 RECORD INFORMATION ON WORK FORMS, CHARTS, GRAPHS		
4 WRITE ABBREVIATIONS SPECIFIC TO THE JOB		
5 WRITE INFORMATION IN CLEAR, LOGICAL, & COMPLETE MANNER		
6 TAKE ACCURATE TELEPHONE MESSAGES		
7 WRITE SHORT NOTES AND/OR SIMPLE MEMOS		
8 WRITE LETTERS USING CORRECT STRUCTURE & SENTENCE STYLE		

PARTICIPANT NAME_____ DATE ENTERED_____

COMPANY_____

SKILLS TODAY FOR TOMORROW
LEVEL 2 COMPETENCY PROFILE

	MASTERY ON ENTRY	DATE OF MASTERY
MATHEMATICS COMPETENCIES		
1 WRITE & SOLVE RATIOS AND PROPORTIONS		
2 ADD, SUBTRACT, MULTIPLY, DIVIDE FRACTIONS & MIXED NUMBERS		
3 PERFORM OPERATIONS WITH A RULER TO 32NDS OF AN INCH		
4 CONVERT FRACTIONS AND DECIMALS		
5 SOLVE PROBLEMS IN MATERIAL CONTENT & PRESS SHEET LAYOUTS		
6 USE FORMULAS & CONVERSION TABLES TO CONVERT ENGLISH/METRIC MEASURES		
7 DRAW CIRCLES, AND SOLVE FOR RADIUS, DIAMETER, AND CIRCUMFERENCE		
8 CONSTRUCT AND INTERPRET PIE GRAPHS		
9 SOLVE PROBLEMS CONVERTING MEASUREMENTS EXPRESSED IN INCHES, POINTS, AND PICA		
10 WORK WITH TIME IN MINUTES, FRACTIONS, DECIMALS		
11 USE ESTIMATION/ROUNDING TO SOLVE PROBLEMS		
12 UNDERSTAND THE USES OF STATISTICAL PROCESS CONTROLS (SPC)		
13 DETERMINE RANGES AND MEANS		
14 USE FRACTIONS, DECIMALS, AND PERCENTAGES TO SOLVE PROBLEMS		
15 UNDERSTAND THE CONCEPTS OF RANDOM SAMPLING, VALIDITY, RELIABILITY, AND VARIATION		
16 PLOT DATA ON A GRAPH		
CRITICAL THINKING/PROBLEM SOLVING COMPETENCIES		
1 USE APPROPRIATE TOOLS TO ANALYZE & DEFINE A PROBLEM		
2 USE APPROPRIATE TOOLS TO ORIGINATE SOLUTIONS TO A PROBLEM		
3 USE APPROPRIATE TOOLS TO SELECT A SOLUTION TO A PROBLEM		
4 USE APPROPRIATE TOOLS TO IMPLEMENT A SOLUTION TO A PROBLEM		
5 USE APPROPRIATE TOOLS TO EVALUATE A SOLUTION TO A PROBLEM		
COMMUNICATIONS COMPETENCIES		
1 LISTEN TO COMPREHEND MESSAGE & FOLLOW DIRECTIONS ACCURATELY		
2 VOCALIZE DIRECTIONS EFFECTIVELY TO OTHERS		
3 READ WORKPLACE MATERIALS TO LOCATE INFORMATION		
4 WRITE TO PASS ON PERTINENT INFORMATION		
5 READ AND FOLLOW DIRECTIONS		
6 RECORD INFORMATION ACCURATELY		
7 VERIFY AND CHECK INFORMATION FOR ACCURACY		
8 SUMMARIZE WORKPLACE INFORMATION IN WRITING		
9 RESPOND APPROPRIATELY ORALLY AND/OR IN WRITING TO WORKPLACE SITUATIONS		

PARTICIPANT NAME_____ DATE ENTERED_____

COMPANY_____

EXHIBIT G

LITERACY TASK ANALYSIS DOCUMENTS

CRITICAL SKILLS ANALYSIS

Task:_____

Worker Category:_____ Task Frequency Use_____

Equipment & Materials Required:

Computer_____	Industry Specific Machine_____
Print_____	Drafting Supplies_____
Calculator_____	Paper/Pencil_____
Tools_____	Other_____

Process: _____

_____

_____

_____

_____

_____

_____

_____

_____

Technical Terms: _____

_____

_____

Problem Areas: _____

_____

_____

Safety Considerations: _____

_____

STFT #2
5/16/91

INFORMAL JOB TASK ANALYSIS

Department/Company _____ Date _____

Interviewee _____ Interviewer _____

Job Task	Material	Skills

Skills TODAY for TOMORROW

Jonsville Community College & PIM&SP
A Partnership For The Future.

LITERACY TASK ANALYSIS
WORKER INTERVIEW

1. What books, manuals, forms, charts, etc, do you read in order to do your job?
   - -where can we obtain copies of these materials
   - -we will need both completed and blank forms if possible

2. Of the materials you read on the job, which are the hardest?
   - -how often do you use these materials
   - -how much reading do you actually do on the job

3. What reports, memos, summaries, or other written materials do you write or complete for your job?
   - -where can we obtain copies of these materials

4. What math skills do you use in your job?
   - -measurements?
   - -calculations?
   - -reading charts, making conversions, etc.

5. What special measuring tools do you need to read to do your job?
   - -from rulers to electronic gauges

6. What computer equipment or computerized machines and tools do you use in your job?
   - -what kinds of tasks are performed on this equipment
   - -do you need to refer to the manual to use this equipment

7. If you were training a new person to do your job, what would that person need to know before you could teach him/her the job?

8. What would a new person find most challenging about learning your job?
   - -how would you teach someone about your job

9. In which parts of your job would you like to improve?

10. What skills would you need to learn in order to promoted to a different or better job?

11. Are you currently being trained or are you training someone new to do this job?
    - -what is most difficult about the training
    - -do you expect to be going back to school or training in this or another job
    - -which manuals/exercises are the most difficult

12. How has your job changed since you first started it?
    - -what new skills do you need that you did not need when you started on this job

EXHIBIT H

PARTICIPANT RECOGNITION CERTIFICATE

Catonsville Community College &
Printing Industries of Maryland/Southern Pennsylvania

Award this certificate to:

_____

In recognition for successful completion of Skills Today for Tomorrow, a workplace skills enhancement program for employees in the graphic arts industry.

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Frederick D. Walsh
PRESIDENT, CATONSVILLE COMMUNITY COLLEGE

Laura E. Weed
PROJECT DIRECTOR, SKILLS TODAY FOR TOMORROW

PIM+SP

Skills TODAY for TOMORROW
Catonsville Community College & PIM&SP
A Partnership For The Future.

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EXECUTIVE DIRECTOR PIM & SP

November 23, 1992
DATE

EXHIBIT I

PARTICIPANT INTAKE QUESTIONNAIRE
COURSE FOLLOW-UP SURVEY

Skills TODAY for TOMORROW
Catonsville Community College & PIM&SP
A Partnership For The Future.

PARTICIPANT INTAKE FORM

PLEASE ANSWER THE FOLLOWING QUESTIONS. IF YOU NEED HELP, ASK THE INSTRUCTOR.

NAME_____

DATE OF BIRTH_____ SS#_____ PHONE_____

ADDRESS_____
(street) (city) (state) (zip)

EMPLOYER_____ WORK PHONE_____

1. What kind of work do you do?_____

2. Do you work full time_____ or part time_____?
What are your work hours?_____

3. What is the last grade you completed in school?_____

4. Do you have a high school diploma?_____ GED_____

5. What was your best subject in school?_____

6. What was your worst subject in school?_____

7. Why did you take this class? (You may mark more than one blank)

____a. To do better on my job.

____b. To be able to help my kids with their school work.

____c. To get ready for a different job.

____d. To learn to speak English better.

____e. To learn to read better.

____f. To learn to write better.

____g. To learn to work with numbers better.

____h. To better myself.

____i. To get ready for other classes or training.

____j. If you have other reasons, please list: _____

_____

8. Have you ever been enrolled in other basic skills courses?
____a. No

____b. Yes When?_____ For how long?_____

9. If you could have any job you wanted, what would it be?

_____

10. What living person do you most admire in the world today?

_____

11. What would you do if you were told the world would end in six weeks?_____

12. Name a book you have read and liked._____

13. What is your favorite singer or group?_____

14. What is your favorite T.V. program?_____

****

Please answer the following questions by placing an X over your choice.

15. How well do you communicate with other people at work?

very well	quite well	slightly well	not at all well

16. How well do you read English?

very well	quite well	slightly well	not at all well

17. How well do you write English?

very well	quite well	slightly well	not at all well

18. How well do you speak English?

very well	quite well	slightly well	not at all well

19. How well do you work with numbers?

very well	quite well	slightly well	not at all well

20. What kinds of things do you like to read?

novels	magazines	real-life stories	how-to books	nothing	other

****

Please list any other information about yourself that you think might be helpful to us as we plan your learning program.

Skills TODAY for TOMORROW
Catonsville Community College & PIM&SP
A Partnership For The Future.

COURSE FOLLOW-UP INVENTORY

NAME_____ DATE_____

COMPANY_____

Please answer the following questions by placing an X over your choice. This information will help us to evaluate the effectiveness of the Skills Today For Tomorrow classes.

1. How well do you communicate with other people at work?

very well	quite well	slightly well	not at all well

2. How well do you read English?

very well	quite well	slightly well	not at all well

3. How well do you write English?

very well	quite well	slightly well	not at all well

4. How well do you speak English?

very well	quite well	slightly well	not at all well

5. How well do you work with numbers?

very well	quite well	slightly well	not at all well

6. Please mark with an X on the list below any changes you have noticed in yourself since taking classes. Feel free to add other changes you may have noticed.

Do you...

____ Read more for pleasure?
____ Read more to your children or grandchildren?
____ Help your children or grandchildren more with their schoolwork?
____ Solve problems better at work?
____ Use math in everyday life more comfortably?
____ Write more?
____ _____
____ _____

Have you...

____ Enrolled in classes through a community college or professional organization?
____ Accepted new responsibilities at work?
____ Been promoted?
____ Received special recognition in the company?
____ Applied for your GED or external diploma?
____ Received your GED or external diploma?
____ _____
____ _____

On the back of this sheet, please tell us more.

EXHIBIT J

COURSE EVALUATION FORM

Skills FOR TODAY & TOMORROW
Colonsville Community College & PIM&SP
A Partnership For The Future.

COURSE EVALUATION FORM

PLEASE ANSWER THE FOLLOWING QUESTIONS BY MARKING AN X ON THE BLANKS. IF YOU NEED HELP, ASK THE INSTRUCTOR.

COURSE TITLE_____START DATE_____

INSTRUCTOR_____LOCATION_____

1. Have you reached the goal(s) you set when you started this class?
   - ____a. Yes
   - ____b. No
   - ____c. Somewhat - List the goal(s) you have not yet met.

     _____

     _____

2. What skill(s) do you think this class has helped you to improve? (You may mark more than one.)
   - ____a. Reading English
   - ____b. Speaking English
   - ____c. Writing English
   - ____d. Performing arithmetic
   - ____e. Self-discipline (regulating yourself for the sake of improvement)
   - ____f. Self-motivation (causing yourself to act)
   - ____g. None of these skills
   - ____h. If you have improved other skills, please list:_____

     _____

     _____

3. In relation to your goal(s), was this class helpful for you?

definitely yes	probably yes	probably not	definitely not	I don't know

4. Do you think that the skills you learned in this class will help you to do your job better?

definitely yes	probably yes	probably not	definitely not	I don't know

5. Was the instructor well-informed about the material presented in class?

definitely yes	probably yes	probably not	definitely not	I don't know

6. Was the instructor(s) helpful to you?

definitely yes	probably yes	probably not	definitely not	I don't know

7. Was the instructor sensitive to students?

definitely yes	probably yes	probably not	definitely not	I don't know

8. Were the methods of teaching helpful to you?

definitely yes	probably yes	probably not	definitely not	I don't know

9. Would you recommend this class to a co-worker or friend?

definitely yes	probably yes	probably not	definitely not	I don't know

10. As a result of taking this class, would you take another adult education class if it were offered <u>at this location</u>?

definitely yes	probably yes	probably not	definitely not	I don't know

11. As a result of taking this class, would you take another adult education class if it were offered <u>at a different location</u>?

definitely yes	probably yes	probably not	definitely not	I don't know

12. Having taken this class, do you intend to take other classes?

definitely yes	probably yes	probably not	definitely not	I don't know

13. If you think that you might take other classes, what type of classes do you intend to take? (If you do not intend to take additional classes, leave this question blank.)

____a. Other Skills Today for Tomorrow Classes

____b. GED classes to earn high school diploma

____c. Credit college classes

____d. Non-credit college classes

____e. Technical training classes (printing)

____f. Adult Basic Education classes

____g. I don't know

____h. Other - Please list_____

_____

14. What was MOST valuable to you in this class?_____

_____

15. What was LEAST valuable to you in this class?_____

_____

16. What would you recommend to improve this class?_____

_____

_____

17. Please write any comments you have about this class on the back of this sheet. Thank you very much.

EXHIBIT K

SUPERVISOR SURVEY

Skills TODAY for TOMORROW
Catonsville Community College & PIM&SP
A Partnership For The Future.

SUPERVISOR SURVEY

Supervisor: _____

Employee : _____

Using the scale below, rate any changes you have observed in the above employee by circling the number that most closely expresses your observations. A brief description of each category is provided.

1	2	3	4	5
substantial improvement	some improvement	no change	some decline	does not apply

1. COMMUNICATIONS 1 2 3 4 5
(ability to follow oral or written directions, write clear messages to supervisors or coworkers, comprehend written materials, etc.)

2. PRODUCTIVITY: 1 2 3 4 5
(work performance, willingness to accept responsibilities or to perform new tasks, desire to learn more about other areas of production, etc.)

3. ATTENDANCE 1 2 3 4 5
(attendance, punctuality, willingness to work overtime,etc.)

4. SELF ESTEEM 1 2 3 4 5
(attitudes toward work, confidence, motivation to accept greater responsibility, desire to take more of a leadership role or to work in teams, interest in being promoted, etc.)

5. SAFETY 1 2 3 4 5
(concern for following safety procedures, changing or improving current safety procedures, etc.)

Please indicate if the employee has done anything noteworthy such as: received special recognition by the company, been promoted, enrolled in classes through a community college or professional organization, received his or her GED, or changed his or her job status in any way since classes began at your company. If possible, give specific examples. Use the back of this sheet if necessary.

Comments: _____

_____

_____

_____

_____

_____

_____

EXHIBIT L

PUBLICITY

Education and Training

Port City Press Joins Catonsville In Learning Quest

The Carl Didde WorkPLACE™ Program played a leading role in the introduction of Skills Today for Tomorrow, an employee literacy initiative sponsored by Catonsville Community College, Catonsville, Md., in partnership with the Printing Industries of Maryland and Southern Pennsylvania (PIM&SP). A celebration of the program's start took place Sept. 5 at Port City Press, Pikesville, Md.

"It's a national demonstration project, and as such it has potential beyond just our local area," says Laura Weidner, project director at the college. "We have the opportunity to take federal dollars and match them with local dollars to develop a program management model and basic skills curriculum that can be replicated across the printing industry."

The training program is the result of an 18-month, $240,500 Department of Education National Workplace Literacy Grant awarded to the college.

The grant establishes a consortium, including PIM&SP, several Baltimore-area printing companies and Catonsville Community College. The consortium receives funding for the Carl Didde WorkPLACE™ Program and other skills enhancement courses from the National Workplace Literacy Grant Program of the U.S. Department of Education. The grant will cover instructor salaries and all WorkPLACE™ Program material costs and will enable up to 350 individuals to participate at no cost.

An integral part is the WorkPLACE™ Program, which is jointly funded by NAPL and Didde Corporation, Emporia, Kan. The program, which is used for the Level 2 portion of the program, was developed and copyrighted by NAPL.

The goal of Skills Today for Tomorrow is to improve the basic skills of at least 350 printing industry employees by using workplace-specific instruction in reading, writing, mathematics and problem-solving.

Once an assessment is completed, employees start at either Level 1 or Level 2. The program takes an individualized approach to learning for those involved. Additional learning activities have been developed by the college's project staff using on-the-job materials from participating companies.

Port City Press, the 30-year-old book printing division of Judd's, Inc., has offered the program to its employees, and the response has been better than expected. "We've been amazed at the number of people who want to do this on a voluntary basis," says Terry Young, vice president and general manager. "It took a lot of courage to sign up."

Working Together

"I believe that business and education are natural partners," says Dr. Frederick J. Walsh, president of the college. "One of the keys to economic growth is a knowledgeable and educated work force."

Walsh notes that increased quality is a goal for printing companies and a result of education. "The printing industry uses a variety of high-tech processes that demand high-level basic skills to ensure accuracy during all phases of the printing process," he says. "Catonsville envisions the new program as a tangible means of addressing Baltimore's printing industries' needs for high-quality workplace training."

He adds that because "community college students are usually adults who are already employed, the key to adult education is to make education relevant to work."

The Carl Didde WorkPLACE™ Program is part of that dedication to make adult education relevant. The integration of the WorkPLACE™ materials also heralds the first Program Agreement, the means by which trade groups (like PIM&SP) can offer their membership affordable, work-related essential skills training. The agreement paves the way for more companies, particularly small firms lacking the facilities or resources, to participate in WorkPLACE™ by joining forces with other companies in the same geographical area.

Positive Thinking

"We have received nothing but favorable comments from the participants in the program," says Pat Schlottenmeier, on-site coordinator for Skills Today for Tomorrow at Port City Press. "It is a program whose time has come."

She adds that Port City Press has offered a great deal of assistance and encouragement toward the program. "To conduct this type of training on company time is very generous," Schlottenmeier says. "I think that demonstrates our commitment to improve skills in the workplace."

Pat Martin, vice president of PIM&SP, says, "The program benefits the companies that participate by making their employees more productive." She adds that since employees from many departments are in classes together, "it fosters a spirit of cooperation between departments.

"With improvement in the employees' job skills," says Martin, "there is less waste of time and materials because they are able to understand jobjackets and follow directions better."

Perhaps the best reason for Skills Today for Tomorrow comes from Allen Smith, a bindery employee at Port City Press, who says, "This new program has furthered the skills use on and off the job." And that's the whole idea.

For information about the Carl Didde WorkPLACE™ Program or how to set up a Program Agreement, contact Susan Reif, WorkPLACE™ program manager, at 1-800-258-7323.

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From Catonsville Times October 1991

Printers master math, English skills

Karen Saverino

She thought she might be too old to learn anything new, but since 62-year-old Eleanor Case has been brushing up on her math and English skills, she has found her job on the production line at Port City Press simpler and less frustrating.

Case and more than 200 other employees at the Pikesville-based printer of books and manuals are taking advantage of a "Skills Today For Tomorrow" partnership between Catonsville Community College and the Printing Industries of Maryland and Southern Pennsylvania.

The program aims to improve the basic work skills of printing employees through workplace-specific instruction in reading, writing, mathematics and problem solving.

The partnership is part of an 18-month, $240,500 grant from the Department of Education National Workplace Literacy Grant awarded to the college.

Last week County Executive Roger Hayden, Catonsville Community College President Dr. Frederick Walsh and a host of executives from local printing facilities attended a celebration of the partnership in a printing press room at Port City Press.

"What we're demonstrating today is how community colleges operate ... college today is like this," Walsh said as he motioned to the warehouse environment of the celebration.

"I believe business and education are natural partners. One of the keys to economic growth is a well-educated and well-trained work force," Walsh added.

Catonsville Community College tailors the programs, which vary in length and complication, upon the needs of individual printing companies. In [redacted], the school provides the instructors for the courses through its local companies to implement the program, but the team of instructors will discuss developing the program at any Maryland printing company, explained Program Director Laura Wiedner.

For the Port City Press classes, the team of instructors uses job-specific materials such as employee handbooks, memos, warning notices and math problems which are used in the printing industry to help the employees improve their basic skills.

Classes are held in the basement of Port City Press at 6 a.m., 3 p.m. and 1 a.m. to meet all workers' schedules. Students are provided with release time from the company to attend classes for four hours a week.

Employee participation is voluntary, Weidner explained, but if the response to the program at Port City is indicative of printing employees' interest in broadening their knowledge, the number of well-educated employees is about to take a dramatic turn.

Case signed up for the classes because she wanted to improve her math skills. She often must use fractions and isn't always confident with the numbers. "It really refreshed my mind. After all, it has been 40 years since I went to school," she said.

Marilyn Herdegen, a bindery worker who has been with the company for four years, said she signed up "to learn what I didn't learn in school."

She was hoping to increase her understanding of math, but said since the instructor is a stickler for English, "I realized I'm pretty bad at that, too."

Because she works with figures all day long, Jean Osburne, a book engineer, believes that she knows math. But, Osburne said, "I'm lost without my calculator. I forgot the rules. Really, I just wanted to find out how to do it on paper."

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Catonsville Community College Workplace Literacy Project instructor Tom Cantu, center, works on math problems with Port City Press bindery worker Sheila Douglas.

Basic Skills

The U.S. Department of Education has awarded a $250,000 grant, earmarked for a literacy training program, to Catonsville (Md.) Community College.

The grant establishes a consortium including the Printing Industries of Maryland and Southeastern Pennsylvania and three Baltimore printing companies. It includes the Carl Didde Work-Place basic skills program, developed by the National Association of Printers and Lithographers and the Didde Corporation.

The 18-month grant is said to be the first collaboration of its kind; Pat Martin of PIMSP says, "We hope it will serve as a model for programs to be developed throughout the country."

See page 27

THE GRAPHIC ARTS MANAGERS MAGAZINE

American Printer

BACK TO BASICS

A Look at Essential Skills Training

Special Focus on Web Offset

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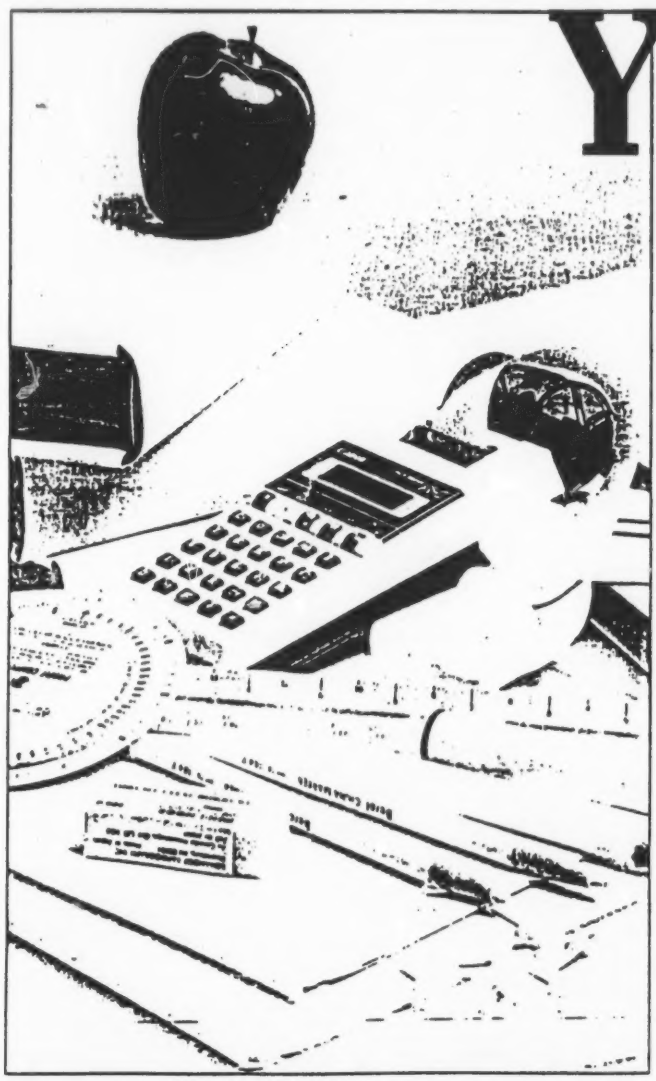
TRAINING

BASIC TRAINING

Print-specific education program tackles the essential skills deficiency in the graphic arts head on



You're the president or manager of a printing firm and you're not happy. You can't quite put your finger on it, but something just isn't right. Unexplainable accidents keep occurring in your plant. Usually it's a little thing like a time sheet error or a slight job overrun. Sometimes it's a more serious glitch such as a job printed on the wrong paper, inordinately high incidence of spoilage, or an order intended for Oak Lawn sent to Oakland.

You don't understand it. Your firm offers plenty of technical training on every piece of equipment you have. Employees seem to have mastered their jobs and then, boom, another screw up. Everyone's entitled to a mistake now and then; it's expected in any type of operation, printing or otherwise. But the same things seem to be happening over and over. Morale is low and absenteeism is higher than you'd like. Are your employees lazy, careless, undedicated or just plain stupid?

Most likely, none of the above. It could be they simply lack some basic skills, things

By FRED FERRIS
Assistant editor

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they learned in high school (i.e., math, reading, communications), but have either forgotten or never really took too seriously in the first place. Now that they're in the workforce, however, these seemingly unimportant subjects suddenly are thrust upon them in ways they never dreamed while sitting in a 10th grade math class.

However, this lack of basic skills undoubtedly will come back to haunt most graphic arts employees. It's apparently haunting their employers in a tangible sense as well.

According to a 1989 survey of commercial offset printers conducted by the National Assn. of Printers and Lithographers (NAPL) and AMERICAN PRINTER magazine, more than one-third of 800 respondents believe that the skills problems of the graphic arts industry are serious or very serious; 74 percent believe they have some employees who have a basic skills problem; and 63 percent could point to a specific negative event occurring in their plants attributable to poor basic skills.

Add these grim findings to demographic studies indicating that 75 percent of the people who will be in the entire U.S. workforce in the year 2000 already are working, and the need to correct this serious problem, and soon, becomes even more apparent.

Working with a team of professional educators, graphic arts consultants and printing firms over the last three years, the National Assn. of Printers and Lithographers has developed the Carl Didde WorkPLACE (work-related print learning and career enhancement) Program to address this deficiency in the printing industry. Co-funded by the Didde Corp., the program is a complete educational package tailored specifically to the printing industry. Although still being evaluated at various test sites across the country, the entire WorkPLACE program is expected to be available by the end of 1991.

Specifically, WorkPLACE consists of a four-course curricula including On-the-Job

Math Computations, WorkPLACE Communications, The Graphic Arts Process and Critical Thinking and Problem Solving.

On-the-Job Math Computations focuses on the development of math skills as they apply to situations encountered every day in a graphic arts firm. Subjects such as averages and means, ratios and proportions, estimation, as well as proper use of a ruler, are covered. Currently available, the course also features an introduction to Statistical Process Control (SPC).

WorkPLACE Communications is a practical course for employees requiring a review of reading and writing skills. Students study the various types of documents found in the industry (job jackets, memos, etc.) in order to better understand their content and follow instructions accurately. Participants must have a basic command of the English language, both written and oral. The course is expected to be available in July.

The Graphic Arts Process takes students through the entire printing process from start to finish. Available in September, this course is intended to provide a better understanding of a plant's workflow, showing the individual employee where his or her job fits into the company's process.

Rounding out the curricula is the Critical Thinking and Problem Solving course. Employees learn how to identify problems, generate solutions, design and implement action plans, and evaluate results. Scheduled for release in December, the course encourages students to share and analyze with the class problems encountered on the job.

Each course includes an instruction manual providing course material, lesson plans, course assessments and suggestions for teaching the classes.

- *The Manager's Sourcebook*—the "how-to" manual for the program. This publication describes in detail such important course implementation factors as public relations techniques for selling employees on the program, finding the right instructor, scheduling class sessions and evaluating results. It also features a general nine-month course implementation timetable.

- *The WorkPLACE Skills Inventory*—an anonymous 52-question test administered to employees to obtain an overall picture of a company's math, reading, writing, critical thinking and problem-solving and graphic arts skills. The results are sent to an evaluation team at NAPL for assessment and a report is subsequently returned to the firm's designated representative. The report describes the meaning of the results and provides recommendations for pursuing the WorkPLACE courses, if any, appropriate to help the firm tackle its most severe skills deficiencies.

"We feel as if we have found the fountain of youth. The program has turned our people on to learning again"

NAPL truly was breaking new ground in developing the program. "When we saw the results of the survey, we knew we had to do something," relates WorkPLACE program manager Susan Reif. "Rather than reinvent the wheel, we thought that there must be some basic skills program already in place somewhere in the business world that we could take and adapt to our industry." There were, in fact, next to none.

Luckily, NAPL eventually was put in touch with Cox Educational Services, a Texas educational consulting firm that helped Polaroid develop its 25-year-old skills program, one of the most prominent and successful of its kind in the country. Several printing industry consultants also were hired to work with the educators in developing NAPL's program to ensure print specificity.

Thomas Gruber of Gorelick and Associates (West Chester, PA) was one of those consultants. "The industry has lost a lot of good people through the years due to inadequate basic training," Gruber explains. "Typically, a firm will place a new hire alongside an experienced operator for a period of time and just pray he or she will catch on. It's either sink or swim, and there's no way of determining if a basic skills problem exists."

The printing consultants went on site visitations with the educators, taking them through printing plants to help them understand the graphic arts process and the types of educational materials that could be applied. Hundreds of employees, managers and supervisors were interviewed to get their feedback on each step of the program's development.

"Through these cooperative efforts, we've put together a program that is 100 percent rooted in the graphic arts industry," says Gruber. "It uses our technology, workplace examples and the everyday industry jargon to reinforce what is being taught."

Jostens, Inc. (Topeka, KS), a 1,200-employee yearbook printer, was heavily involved in the early stages of the program's development. The first site to administer the WorkPLACE Skills Inventory, the firm saw an opportunity to supplement its already extensive technical training program.

"We have formal, job-specific training for all our new hires," relates Mitch Sexton, manager of quality and training at Jostens. "However, we firmly believe that employees need more. If they feel good about their basic education, they feel good about themselves, and that carries over to their jobs."

After reading about the WorkPLACE program in AMERICAN PRINTER magazine, Sexton called NAPL's Reif for more information and wound up volunteering to implement the Skills Inventory. "We were convinced this would be a valuable program for our company," Sexton says. "Now we had to sell our employees. We had to convince at least 60 people to step forward in a union environment and say, 'I want to assess my skills to see if I need additional training or education.'"

One chapter of the *Manager's Sourcebook* extensively details suggested promotional activities to get employees to buy into the program. It describes how to introduce the program to managers and filter the information down through the organization. Ideas for flyers, envelope stuffers, posters and department meetings are presented, each designed to gain employee trust as well as participation.

"Without proper public relations, the program may fail," Reif explains. "A manager can't go into the plant and say 'we know you can't read or write, so you have to participate in this program or else.' Workers must be assured that the results are completely anonymous and will not be used to hire or fire anyone."

"We were careful to avoid negative terms such as 'remedial' or 'literacy' when promoting the test," Sexton explains. "We talked to 500 people over a period of several weeks, telling them that this is a chance for them to make a difference in themselves, their communities and their industry. To our surprise, 340 out of the 500 volunteered."

The results of the test indicated some weaknesses in the areas of calculating percentages, reading rulers and time management—common problems found at subsequent test sites. The firm plans to implement the math portion of the program at a later date.

"We feel as if we've discovered the fountain of youth," Sexton concludes. "The WorkPLACE program has turned our people on to learning again. It's helped them get over the attitude of not needing or wanting education, and we've integrated many of its basic concepts into our job-specific training."

The company also served as a test site for the Communications course. All-State Legal Supply Co. (Cranford, NJ) currently is testing the Critical Thinking and Problem Solving course, and Solar Press (Naperville, IL) has test run

William Marzano (standing), vice president of training and development at Solar Press, is responsible for doing a test run of the WorkPLACE math course. According to Marzano, the students "math confidence" increased significantly upon completion of the course.

the On-the-Job Math Computations course.

William Marzano, vice president of training and development at Solar, has an education background and taught the math course. "The instructor's manual encourages practical demonstrations of plant operations in addition to written work in the classroom setting," Marzano notes. "We took the students through all our departments to show them how math is in use everywhere. The camera operator demonstrated the use of a proportion wheel, the ink mixer described the importance of percentages and the estimating manager talked about the intricacies involved in his job."

According to the Solar exec, the eight class participants demonstrated marked increases in confidence in their mathematical abilities upon completion of the course. "Our plant has been looking into SPC, and we've been slowly and cautiously nudging employees toward more advanced math challenges," he notes. "This move might have been scary for them a year ago, but now the WorkPLACE students' attitude is 'no problem, tell us what to do and we'll tackle it.'"

The Critical Thinking and Problem Solving course and Graphic Arts Process course are specifically designed to be taught by in-plant personnel. However, NAPL strongly recommends that instruction of the On-the-Job Math Computations and WorkPLACE Communications courses be undertaken by a trained educator. For companies lacking a qualified instructor, NAPL is compiling a database of educators throughout the U.S. willing to assist with implementation of these courses.

"Another option for a small firm would be to band together with other companies in its area and, working with a local community college, offer the course at a central location," says Reif. "We're also trying to get local trade associations involved as well."

Printing Industries of Maryland (PIM) and Catonsville Community College (Catonsville, MD) have formed such a partnership, applying for and receiving a $250,000 grant from the U.S. Dept. of Education to adapt the WorkPLACE program to meet the specific needs of PIM member companies. The goal is to train 350 to 450 area employees in an 18-month period, using plant-specific tasks in addition to the WorkPLACE program.

"We're taking the best of what NAPL learned from its studies and customizing it to meet our needs in Maryland," explains Dr. William Loflin, director of developmental education and support services at the college.

According to Reif, NAPL has sold more than 200 *Manager's Sourcebooks* to date. "We've also had inquiries from other industries for suggestions regarding implementing a similar program," Reif explains. "Although our material is print specific, it does serve as a model for an overall skills training program.

"Lack of basic skills is not limited to the graphic arts industry," she concludes. "It's more widespread than many imagine, and programs such as WorkPLACE are becoming more a necessity than an option for all types of firms."

For more information on the Carl Didde WorkPLACE Program, contact Susan Reif, National Assn. of Printers and Lithographers, 780 Palisade Ave., Teaneck, NJ 07666; (800) 258-7323. ■

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Industry gets $240,000 grant

BALTIMORE

Catonsville Community College and the Printing Industries of Maryland and Southeastern Pennsylvania have received a special grant from the U.S. Department of Education to help industry employees improve their basic skill.

"Skill Today for Tomorrow" was developed by the PIM + SP Education Committee, headed by T.J. Manning of The Port City Press in Baltimore, with staff support from Catonsville and the trade association.

With the $240,000 18-month grant from the federal government, project faculty assess a company's workforce to determine need and then provide training in basic mathematics, communications, reading, writing, and problem-solving skills.

An important aspect of this training is its tailoring to the individual firm and its workers. The needs analysis, for example, looks at skills as they relate to critical job tasks, and the instructional program uses actual job materials.

At the same time, however, the skills taught are transferable, so employees know how to apply their learning to any situation, not just the isolated tasks of their current job.

Program a result of survey

The program was developed because of a PIM + SP survey of members. An overwhelming percentage of respondents identified a need for such training in light of recent trends, including decreased basic skills of entry-level employees and technological advances in the industry.

The trade association's Education Committee evaluated a number of existing programs. PIM + SP Vice President Patricia Martin and Catonsville faculty members Gene Loflin and Nancy Renner then visited local companies, observing workers and meeting with managers to identify common training needs.

Classes meet for three hours per week for up to 38 weeks, half each on company and employee time. Pilot classes will be offered at the Port City Press, for its own employees, and at Admiral Envelope and Printing Co. and the PIM + SP Education Center, Baltimore, grouping workers from smaller firms.

Any company interested in the program is encouraged to call Pat Martin at PIM + SP, (301) 366-0900 or (800) 366-0908.

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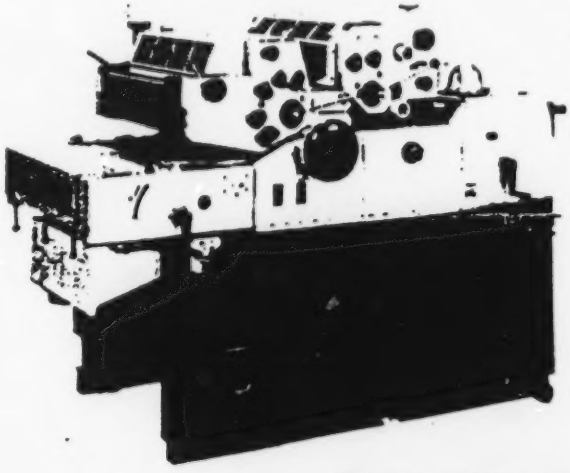

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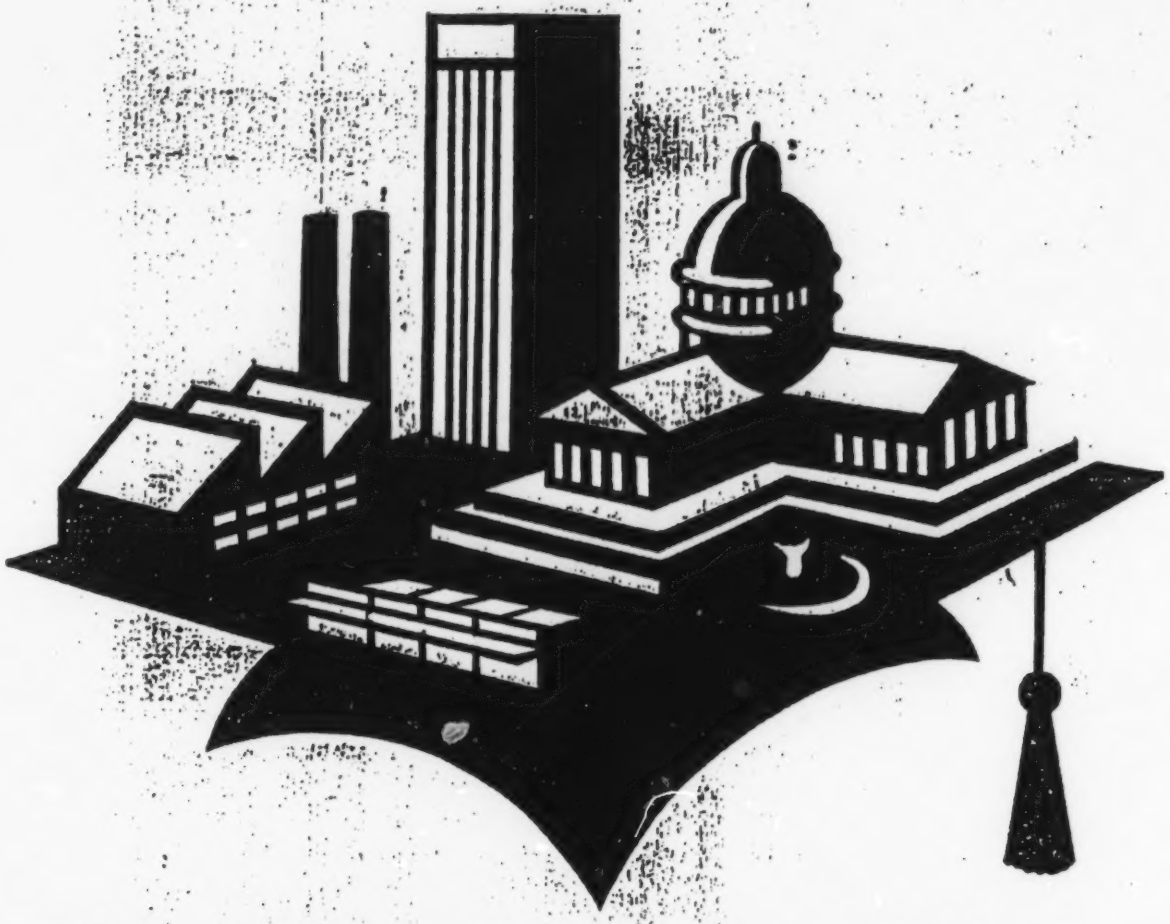

Meeting the Training Needs of Business and Industry

A conference held on October, 29, 1991 at Towson State University

Executive Summary

The Executive Advisory Board on Higher Education of Baltimore County thanks these conference sponsors for their support:

Towson State University
The TSU Center for Suburban and Regional Studies
Baltimore County Economic Development Commission
Baltimore County Chamber of Commerce
Baltimore Regional Council of Governments
The American Society for Training and Development

The purpose of higher education is to make individuals aware of what was and what is, and to inspire them to probe into what may be. But education in itself is not enough; graduates must possess job skills that meet the needs of businesses, so that all who are motivated and willing to do so are not left out in the cold. Colleges must train students in areas where they will be most needed on graduation. Government has a role to play in determining what jobs are most in demand and where opportunities exist for security and growth.

To keep pace with our rapidly changing society, we must also focus on retraining. Our Office of Employment and Training works closely with the business community to help low-income residents and dislocated workers. Our mentoring program for at-risk high school students, which involves community volunteers as role models, encourages students to stay in school, builds self-esteem, and develops job skills. It would be beneficial to also initiate a mentoring program in higher education in which members of the business community can help students develop job and interview skills.

A well-educated, highly skilled work force is a major factor in attracting new businesses to the area and in retaining and encouraging the growth of existing businesses. But it all begins with the educational system. Education is the bottom line.

The following speakers contributed to the "What Works" session

Joseph E. Hunter, Jr. manager of the Information Systems Department at Baltimore Gas and Electric Company, gave a joint presentation with **John Burbridge, Jr.**, director of the Lattanze Center at Loyola College. As chairman of the program committee at LC, JEH and his business colleagues plan events in conjunction with the academic staff. "I view this organization as an opportunity to share common business objectives with my counterparts in the Baltimore metropolitan area." He is able to draw on the research resources of the Center, which provides educational programs and facilities to a number of businesses none could afford independently. The Center serves as a consortium where professionals can discuss common problems, seek academic advice, and draw on the help of student interns. Students, in turn, benefit from the working contact with business professionals. "I am a strong proponent of utilizing co-op programs from universities in the area as a potential source of employees." Co-op assignments enable students to assess whether they really want to pursue a career in a certain field, and enable employers to judge the merits of a student as a future employee. "The partnership we have created with the Lattenze Center . . . has helped strengthen the quality of the employee that BG&E utilizes in the Information Systems area." Center Director John Burbridge added "Partnership is the key word. The educational institution must be customer driven and change in response to changing needs."

Cliff Ishmael, manager of human resources for the Sparrows Point Plant of Bethlehem Steel Corporation, gave a joint presentation with **Michael Galliazo**, director of the Regional Manufacturing Institute at Dundalk Community College. The RMI is a partnership between industry, labor, education, and government to assist the manufacturing sector in the region, in which BSC has played an important role. Around the turn of the century, Beth Steel ran a virtual company town and dominated the SE Baltimore County economic landscape. During the 1970s and 1980s, American steel companies came under intense pressure from foreign producers, profits declined, and many of its community support services had to be transferred or eliminated. The company's employee training program, which employed a staff of 30, had to be drastically reduced. At that time Dundalk Community College was beginning to develop training programs for local industries, and eagerly accepted the challenge of working with BSC. As a result, they developed not only specific training programs for BSC, but also credit courses that contributed to a new industrial and electronics degree program at Dundalk. Simultaneously, they also developed DACUM (Developing A CurriculUM), a system for identifying the competencies needed for a job, to be used in building the instructional curriculum. Both Beth Steel and Dundalk are happy with their partnership, and with the incidental outcome of helping promote a positive image of manufacturing as a career option.

Helene Hahn and **Laura Weidner**, respectively president of Hahn Graphics and director of the Workplace

Literacy Project at Catonsville Community College, described a basic literacy program for printing industry employees sponsored jointly by CCC and Printing Industries of Maryland and Southeastern Pennsylvania. Many printing industry employees do not qualify for career advancement owing to their lack of basic skills, which makes it difficult for them to enroll in training courses requiring reading and writing. With strong management support, "Skills Today for Tomorrow" is offered to employees not as a literacy program, but as a skills enhancement program. Participation is voluntary, but employees respond enthusiastically and between 30% and 50% enroll. Instruction is offered on-site, based on the needs of individual employees, and a proportion of instructional time is compensated. Seven companies have participated to date and training is in process. The results are encouraging, especially since many of those involved would not have entered a literacy program as individuals outside the workplace.

Avis Ransome, president of R&B Unlimited (management consulting) and **Clifton Sands**, director of the University Center project at Morgan State University, presented a co-operative program involving small business development. Both offer management advice and training, one as a private consultant, the other as an academic institution. Small businesses generate more jobs than large corporations, often as a result of technological advances. However, many inventors of better mousetraps have little business background, and the failure rate of small businesses is needlessly high. Helping small businesses succeed is remunerative to them and to society. Avis Ransome provides services to the Morgan State program as an independent contractor/consultant who works with small business clients and advises them on management and finance. In essence, she provides privatized outreach for the institution and in return has access to a flow of clients needing her services. Ms Ransom pointed out that funded outreach programs like the University Center enable institutions of higher education to benefit from sharing networking resources with businesses. At the same time, small business networks need support to get going, and colleges and universities are able to provide this support. In addition, the universities have their own network of kindred institutions and good contacts with private, state, and local organizations able to offer assistance. Almost everyone today suffers from "information overload," and small businesses especially have little time to research or interpret the information available to them. By contacting the UC and linking up with RBU, they can access expert assistance usually available only to much larger organizations.

Theresa Majewski, chair of the division of allied health sciences at Essex Community College, and **Dick Gilbert**, administrative director of cardiology and radiology at Franklin Square Hospital, described a co-operative partnership developed between the two institutions. It benefits the college by boosting enrollment, the hospital by training future employees, the community by providing well-trained healthcare professionals, and of course the students themselves.

Patricia Fielder, assistant director, professional development programs in the Continuing Education Department at Towson State University, teamed up with **William Franswick** of KCI Technologies Inc., who spoke earlier in the program. Pat described her program as "fundamentally customer-oriented," each element custom-designed to meet the client's needs and the outcome of a successful collaboration between the university and the contracting corporation. Such programs enable the university to adapt to changes in the workplace and incorporate them into the regular curriculum.

What Human Resources and Training Professionals had to say . . .

Glenda Henkel and **Mary Schwanky**, director and associate director of Internship/Co-op Education at Towson State University, gave an overview of the practice and benefits of internships and various forms of co-operative education (credit-earning education in the workplace). I/CE is a cost-effective way of recruiting new employees and a means of communicating workplace values to students and academic institutions. They give employers a taste of the demographic changes moving through the pipeline by sampling the students who will graduate in a few years. Co-op ed enables employers to take a chance and experiment without committing themselves to hiring. The educational experience is mutual. It also enables them to be in touch with faculty and gain input into the college curriculum. Above all, it offers students a vision of their own future and helps them test their

Partnership in Workforce Training for Printers

Baltimore County Executive Roger B. Hayden was recently a guest speaker at a celebration highlighting "Skills Today for Tomorrow," a premier workplace literacy program launched at Port City Press, a Baltimore County printing firm.

The training program, offered by Catonsville Community College in partnership with the Printing Industries of Maryland and Southern Pennsylvania, is the result of an eighteen-month, $240,500 Department of Education National Literacy Graant awarded to the college. The program's primary goal is to improve the basic work skills of at least 350 printing industry employees using workplace-specific instruction in reading, writing, mathematics, and problem-solving. Offered through the CCC Continuing Education Division, the "Skills Today for Tomorrow" program is a vital business-education service to the graphic communications industry.

GRAPHIC COMMUNICATIONS WORLD

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July 29, 1991

Dear Executive:

COMPUTING IN CRISIS: Computer makers often note that if car manufacturing had matched the computer's rate of innovation, a Rolls Royce would cost $1,700 today and run several hundred miles on a gallon of gas. But such computer advances are never without economic implications. Besides the general world-wide economic crunch, (not to mention what to do to assist Eastern Europe), a *Financial Times* editorial notes rapid advances in making microchips at steadily lower prices lets ever cheaper hardware displace older more value-added *(pricey)* computer products. While this may be good for the users, it can be disastrous for many computer makers *(a la late IBM/Compaq profits).* So many companies enter the fray, the computing business is more fiercely competitive and volatile than ever. Moreover, proprietary systems which once gave vendors captive markets, are giving way to open systems, standard platforms, program interoperability. "Future competitive advantage will no longer be based on technical hardware performance, but on *the ability to build mutually-reinforcing relationships with users and to acquire a detailed understanding of their businesses,"* the *FT* notes. In addition, the *FT* observes, huge investments have been made in projects which conspicuously have failed to improve user productivity. The aim should be to enhance the competitiveness of strong user industries, not to shore up weak producers. *Finding ways to help customers get more out of their computers is essential.* Amen.

* * *

WORKPLACE TRAINING MAKES STRIDES: "Does Business Have Any Business in Education?" According to author Nan Stone in the March-April *Harvard Business Review,* "the economic future of the US depends more on men/women in the nation's factories, offices, and shops right now than on the skill and attitudes of future high school graduates. Most of the US work force is prepared for yesterday's work. Firms that want to provide high-quality, innovative goods and services to demanding customers *(sound like printing?)* have to be in the business of education. Most are not . . . more companies are talking about workers' skills than seriously developing them," Stone observes. Happily, graphic arts has WorkPLACE. Since its October launch some 275 firms have ordered the manager's source book, the first step in assessing the NAPL-Didde WorkPLACE training program that teaches basic math and other skills using printing industry-specific problems. *(Step two is a WorkPLACE skills inventory at a given plant and step three the course curricula.)*

Several hundred enrollees are taking the initial math course this summer at a variety of sites. Small groups of companies which wish to pool efforts can now also license the NAPL-Didde program through local trade associations and colleges. For instance, the Printing Industries of Maryland/South Pennsylvania are working with Catonsville Community College near Baltimore to offer a basic skills program, including the WorkPLACE math curriculum. An 18-month $240,500 national workplace literacy grant, one of 70 from the US Dept. Of Educ. and the only one for printing, is funding this effort. *[Info:* Laura Weidner 301/363-4111.*]* The initial on-the-job-math computations course is a comprehensive application of the math skills needed to adequately perform in a graphic arts company. The course includes ratios/proportions; measurement; using estimates and approximations; and an intro to statistical processing controls (SPC). Meanwhile, All-state Legal Supply in Cranford, NJ recently became the first firm to field test the critical thinking and problem solving WorkPLACE curriculum before it is released nationally. Nearly 40 of the 400 per-

THE MONDAY MORNING BRIEFING FOR MANAGEMENT IN THE PRINTING and GRAPHIC COMMUNICATIONS INDUSTRIES
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MANAGEMENT BULLETIN

Printing Industries of Maryland
& Southeastern Pennsylvania

2423 Maryland Ave.
Baltimore, MD. 21218

301-366-090
FAX 366-18
800-366-090

August, 1991

UPDATE — "SKILLS TODAY FOR TOMORROW" Participation in the job skills program, funded by the $240,000 Federal grant received by PIM+SP and Catonsville Community College, continues to increase. Classes at Port City Press are underway, and assessment sessions have been completed at Admiral Envelope and Bindagraphics. Several other PIM+SP members have indicated an interest in participation. Management has found employees to be excited about participation in the program and upgrading their job skills.

A proposal has been submitted to the U.S. Department of Education for an extension of the grant. These funds would allow us to expand this excellent program to include our members in Southern Maryland, the Eastern Shore and Southern Pennsylvania.

An official kick-off ceremony for the skills program is scheduled for September 5 at Port City Press. State and industry officials have been invited to attend.

If you are interested in discussing how your employees can benefit from this outstanding program, call Pat Martin at the PIM+SP office.

Building on People Skills

Printers today are paying closer attention to who they hire and how they invest in their training.

Like all businesspeople, printers want to get the most from their investments. Years ago, this meant smart equipment acquisitions and hiring the best people you could find. Now, with changes in both technology and the work force, printers are paying closer attention to not only who they hire, but how they invest in their employees.

For the small printer looking to grow, an investment in training is a dilemma: on the one hand, how do you justify spending time and money developing something you cannot really measure, and on the other hand, how can you not?

Printing, as predicted in the *Printing 2000* study conducted by the Printing Industries of America, "will remain a growing industry well into the 21st century." Last year, PIA reports, printers employed 808,600 people in 40,000 companies. Considering that most of these companies (80%) have fewer than 20 employees, it stands to reason that while most of the larger printers have already installed training programs in their facilities and started the ball rolling in this area, the vast majority of the print work force lies within the realm of the small printer. Typically, the latter has fewer resources for training.

If predictions prove true, the changing work force of the '90s, and on into the 21st century, will provide new challenges for employers big and small. The decline in the proficiency of the American high school graduate has been front page news for years. So, it comes as no surprise that *Printing 2000* predicts: "Continual training and retraining of workers will become crucial as printers strive to keep up with new printing technologies, more sophisticated customers, and the restructuring of printing businesses."

Some small printers are beginning to see that undertrained operators are hurting the bottom line. In a 1990 National Association of Printers and Lithographers survey of the graphic arts industry, 63% of the respondents attributed some pressroom and bindery spoilage, equipment failures, chemical misuses, and other shop-floor errors to a lack of basic skills in their employees; 83% said there was a need for a work-related basic skills program in the industry.

In an effort to answer the printers/employers plea to pick up where the teacher left off, NAPL developed the Carl Didde WorkPlace program, with the support of the Didde Web Corporation. Initially, the program determines if there is a need for basic skills training at your location; it then provides industry-specific assistance in those areas. [See GRAPHIC ARTS MONTHLY, January 1991.]

WorkPlace, as it was originally designed, was an attractive idea for the large printer with resources to bring the classroom to its employees; however, for the small shop this proved almost impossible. In Maryland, a recent licensing agreement between NAPL and the Printing Industries of Maryland and South Pennsylvania appears to have been designed with the small printer in mind. Educators from

By Bridget Kinsella Arajs
Assistant Editor

From The Top . . .

Ted Hutton

We are entering the homestretch of 1991, our 101st year, with tremendous activity throughout the company. The Printing and Periodical Publishing divisions are showing very fine results and are gearing up for the annual Christmas rush to publish and print our customers' publications accurately and on schedule. Lea & Febiger, Harwal, International and the Professional and Reference group have very ambitious fall and winter publishing schedules and are working diligently to have books available for various medical meetings, academic classes, etc. Our Corporate Service areas are in the midst of system conversions, financial year-end pressures, subscription renewals and the high volume of orders being generated by our Marketing groups.

To make our 1991 financial commitments to our customers and ourselves, everyone must pull together as we near this year's finish line. I am confident that we will achieve our objectives and have conveyed this to our Board of Directors. I want to thank everyone for their commitment to our customers (inside and outside the company) because 100 percent customer satisfaction is our goal every day at Waverly.

I want to recognize the Activities Committee for the excellent job done on the Easton picnic. We had in excess of 800 people attend this year and, from what I have learned, everyone appreciated the new location and, of course, the cooperation of the weather. The following people were directly responsible for this very successful event: Mike Ambrose, Anna Brown, Ricky Chenault, Yvette Chester, Lester Harmon, Francis Jones, Julie Ryland and Faye Skipper.

I want to thank Bernie Knox and the Printing division management for the Master Printers of America cruise/dinner in Easton on September 21. This program recognizes Easton employees who have mastered certain skill levels in this particular job. The program will be introduced in the Printing division's Baltimore facility in 1992. As I said that evening, "MPA symbolizes Waverly's overriding objective—to be the best that we can be."

Thank you again for your dedication and support, and lets finish the year being the best that we can be.

SKILLS TODAY FOR TOMORROW

Rob McCreadie

We are continually challenged by changes in technology which require us to apply ourselves in ways we have not yet tried. The old saying that a person must be able to walk before they can run can be applied in that, a person must have strong fundamental skills before they can perform more advanced, complicated tasks. For example, in order to effectively utilize a computer to its capabilities one must have well developed writing and reading skills in order to respond to and comprehend the wealth of material both going into and coming out of the terminal. Also, sophisticated machinery requires strong computation skills in order to estimate materials requirements, calculate production times and to perform other calculations designed to utilize the equipment to its capacity. Certainly, changes in these areas as well as changes in the way we manage our business require us to systematically evaluate problems and resolve them in a logical manner. Indeed, today's environment sees all of us participating more in the decision making process requiring knowledge of proper problem solving methods in order to implement an effective decision.

As our environment places more demands on us it is important that we learn new skills or refresh our knowledge of previously learned skills. "Skills Today for Tomorrow," is a program whose purpose is to do just that. It is a program designed to strengthen the fundamental areas of reading/writing, math, and problem solving we all use on a daily basis. Also, it is designed in such a way as to provide individual and team training specific to our industry.

By this time, many of us have heard the program described first hand by

See SKILLS, Page 4, Col. 1

from: Waverly Press 202

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Safety News . . .

Easton Safety Committee
by Greg Cole

The Easton Safety Committee would like to welcome Carl Fink aboard as our new Chairperson. Carl will be working with Bob Willey in chairing our safety committee.

In just one week, four underground tanks have been successfully removed from our Easton plant. These tanks stored alcohol and diesel fuel. By removing these tanks, we have eliminated the danger of future ground contamination and the costly after-effects to the environment. This has also created an even safer workplace for our Easton employees.

We are in the process of creating a Safety Awareness program. This program is being designed to instill the idea that safety is the responsibility of each and every one of us. It is hoped that by increasing the awareness of safety issues, a reduction in lost work days may result. As with any program, it will take the cooperation of all of us to make it successful.

Baltimore Safety Committee
by Janelle Johnson

The Safety Committee has selected two safety tips from those submitted to us. The recipients were each awarded a Seth Clock as a token of our appreciation to their tips.

Frank Crouse for his safety tip to install safety mirrors in the stairwell of the annex building.

Bob Ames for his time to warn employees exiting the door near the spiral staircase in the Mount Royal building to be cautious of employees on the other side of the door who may be entering the restroom area.

We sincerely thank both Frank and Bob for their safety tips and encourage all employees to send in their safety suggestions.

SKILLS, from Page 2

its coordinator, Laura Weidner of Catonsville Community College, and are preparing for the next step of the program. This step will involve an assessment of individual strengths and areas for improvement, and will determine the level of participation in the program. Once the assessments are complete we will begin to schedule appropriate classes, which are projected to start as early as November.

This is an exciting program for us all, but it is not an end all to training. It is a beginning which will enable further training to be designed which will aid us in gaining greater success in both our professional and personal endeavors. Congratulations and good luck to those who are learning "Skills Today for Tomorrow."

Intercom
CATONSVILLE COMMUNITY COLLEGE
Volume IV, Number 5 June, 1991 FACULTY & STAFF NEWSLETTER

Workplace Literacy Grant

—Laura Weidner, Project Director

In July 1990 Catonsville Community College was one of nearly 230 respondents to a request for proposals from the U.S. Department of Education for workplace literacy programs. It is a pleasure to announce that CCC has been awarded a $240,500 grant for an 18-month period, March 1991-August 1992. The project will address the literacy needs of the Baltimore-area printing industry, for both the present and the future, by implementing an industry-education consortium to remediate basic skill needs. In addition, this project will develop a transferable model of workplace literacy skills training for the printing industry that can be implemented elsewhere at a relatively low cost.

"Skills Today for Tomorrow," as the program is known, proposes on-site assessment and training for approximately 350 printing industry employees during the 18 months of the program. Initially, the project staff, which besides myself includes Nancy Renner, administrator, and William E. Loflin, curriculum coordinator, will visit each participating company and meet with management teams and advisory boards to disseminate information about the project. Project staff will also make presentations to all employees at participating companies to encourage involvement.

CCC is partnered with Printing Industries of Maryland for this program. This partnership is a natural extension of an already well-established relationship with PIM. Port City Press has already begun implementation of the program in the Garrison plant, with classes expected to begin there in mid-June. Several other PIM members have expressed an interest in participating in "Skills Today for Tomorrow" and will hopefully be scheduled for start-up in the near future.

For more information call the Northwest

Printing Industries of Maryland and Southern Pennsylvania

PIM+SP Hi-Lites

Vol. 40, No. 1 Winter/Spring 1992

Members' Action = Lobbying Success

Printing companies in Maryland have aggressively responded to PIM+SP's request for help in lobbying against two pieces of legislation that would severely damage our industry. Shortly after the call went out to Maryland members to contact their state legislators about this ill-conceived legislation, a strong number of you responded with letters and phone calls to your legislators. That effort has already produced positive results.

Senate Bill 32 proposed that before a permit to construct (needed whenever you add a new press) could be issued, a public hearing would be required. That legislation would have increased the time required to get a permit approved from the current three month time frame to at least one year. When the legislators heard from our industry just how adversely affected printing businesses would be, they watered down the legislation considerably. Included in the amended version is an exemption for any company producing less than 25 tons of air pollution a year. That amendment exempts almost our entire industry. In addition, a hearing is now required only on special request and it is simply an informational type hearing.

A second and critical piece of legislation is still under consideration. HB 73 proposes to repeal several sales tax exemptions applicable to our industry. The loss of these exemptions would be devastating to our low profit, highly competitive industry. The Maryland Senate's tax proposal (S.B. 387) calls for repeal of the sales tax exemption on direct mail advertising literature that is printed in Maryland but intended for distribution outside the state. This legislation would damage Maryland printers and mailing houses which have as customers national corporations which do a lot of direct mail sales. Customers such as Sears, J.C. Penney and National Geographic, who buy millions of dollars worth of printing and mailing service in Maryland, could easily pull their work from our state and place it elsewhere.

Some of the major mailing houses recognized that hundreds of jobs could be lost if this exemption was repealed and they got involved. The association would like to recognize and thank Charles Dall'Acqua, Senior Vice President of Harte-Hanks Direct Mailing, Ken Boone, President of DMA and Joe Writesman, Jr., President of Quebecor Printing, all of whom took time to personally visit with several key legislators in Annapolis concerning this issue. The association's strategy is now to maintain strong contact with the members of the House Ways and Means Committee to make sure they understand the ramifications of the proposed sales tax repeals.

By the time this Hi-Lites is published, the Maryland Legislature will have closed for 1992 and we hope none of the Sales Tax Exemptions for printers will have been repealed. Our thanks to those who took active part in this lobbying effort and to the great number of you who responded with letters to many legislators.

During our personal visits with legislators we heard from several of them that they had been contacted by a great number of printers on this legislation. One delegate indicated that she had heard from more printers about this legislation than from any other group on any other piece of legislation being considered this year. That is music to a lobbyist's ears—that kind of response from the industry does make the legislators sit up and listen.

The success of the association's lobbying efforts are a direct result of the degree of participation by its members. PIM+SP is the vehicle that helps bring about the united voice for our industry.

Skills Today for Tomorrow

Port City Press, Inc. launched this program with a kick-off ceremony: (l to r) Dr. Frederick J. Walsh, Catonsville Community College President; Baltimore County Executive Roger B. Hayden, Laura Weidner, Project Director; Terry Young, General Manager of Port City and John Q. Klutz, III, Chairman of the Baltimore County Community Colleges Board of Trustees.

continued on pg. 5

Skills Today for Tomorrow

. . . continued from pg. 1

This premier workplace skills program is funded by a $240,000 federal grant awarded to PIM+SP and Catonsville Community College. Shown are some employees of participating companies with certificates awarded at the completion of their first level of classes.

Maryland Composition Company also participated, but their picture was not available at press time.

Admiral Envelope and Printing Co. and Alpha Graphics, Inc.

Bindagraphics, Inc.

Port City Press, Inc.

GAO Reports On Hazcom Compliance

The General Accounting Office (GAO) recently reported that half of all employers in the construction, manufacturing, and personal services industries fail to comply with the OSHA Hazard Communication Standard. The 111-page GAO report entitled OSHA Action Needed to Improve Compliance With Hazard Communication Standard states that small employers are less likely to comply with the standard than large employers.

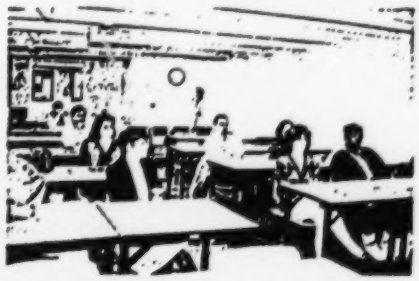
Through a national survey, the GAO found that 58 percent of small employers failed to comply with at least one of the Hazard Communication Standard's requirements. The report criticized the complexity of material safety data sheets (MSDS) and recommended ways to improve it as well as compliance with the rule.

PIA has been actively involved with the revision of the MSDS. With help from members of the Graphic Arts Legislative Council, PIA is developing a MSDS-EZ form which will simplify the process of reporting hazard communication information. If you are concerned about your compliance with the hazard rule, consider ordering the PIA Hazard Communication Manual from the PIM+SP Bookstore 410-366-0900.

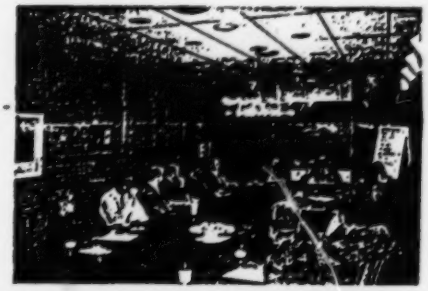
Maryland Workers' Compensation Rates Increase

If your renewal is coming up call Rob Chojnowski at PIMSCO (410) 366-0900 for a rate comparison.

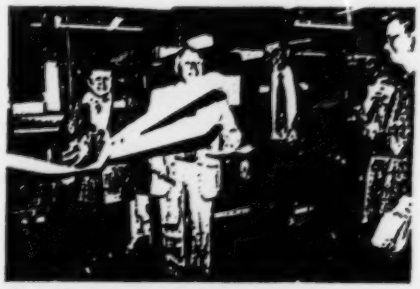
Member Happenings!



Members brushed up on customer service skills at a recent seminar.



Executive Roundtable discussions offer a time to share ideas, concerns and solutions.



Carroll County Commissioners join in the ribbon cutting ceremony to introduce Johnson Graphics' new five-color press.

DON BAFFORD & JOHN SILBER

are pleased to announce a new organization geared to assist the printing manager

SILBER, BAFFORD & ASSOCIATES

4 J Snowdrift Court
Cockeysville, Maryland 21030

We bring you 75 years' experience in Graphic Arts management — all the way from the sale, to the delivery of the job — and all the steps along the way. We can help you deliver a quality job at a profit.

DON BAFFORD
(410) 823-4011

JOHN SILBER
(410) 666-5450

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SUGGESTION BOX vs GRAPEVINE...If you'd like your question and answer posted on the bulletin board, use the grapevine box.

If you want to make a suggestion or comment and do not expect a response, use the suggestion box. Sign your name to your suggestion and you will get an answer in writing. Of course, without the name, we're unable to get back to you.

SKILLS TODAY FOR TOMORROW...Catonsville's Tom Cantu and Jean Brunstetter who teach the courses state that Port City Press has the most interested group of employee students they have ever had the pleasure to instruct.

The enthusiasm and commitment to education among the employees during classes is said to be one of their most rewarding teaching experiences.

The vacation credits which have been accumulating will be calculated and posted in September. These credits must be used by December 31st.

Credits accumulated from September through the end of the year will be calculated and posted in January to be used by the end of December '92.

Beginning in January, the vacation credits will be posted quarterly.

PICNIC COMMITTEE...The first meeting was held July 12th and was lively and a lot of fun. Some new ideas were offered such as menu changes, children's activities, adult games, and lots of other surprises. We will continue to have those activities people enjoy like fishing contests, the moon bounce, the chinese auction and of course the ever popular "jar count".

Amy Fleming tells us that at the next meeting we'll discuss this year's prizes. Why not join in and let us know what you'd like as prizes? They've always been great and we'd like to make them better and better. How about it? Call Amy today (293) and be a member of this year's committee. After all, we do it for you and your family. We want to know what you would like at your picnic. Don't wait for the survey--start now.

OUR ENVIRONMENT....Like everyone in the world, Port City Press is concerned about the earth. It's nothing new, we've been aware of the urgency for a while now.

A new brochure has just been completed which tells the story of how one book manufacturer is dealing with waste. There are copies for you outside the cafeteria. Take one home and show your family how Port City Press is contributing to the effort.

From Port City Press Monday Morning News

Monday Morning News
PORT • CITY • PRESS

September 30, 1991

GRADUATION.... Our first Skills Today for Tomorrow classes held graduation exercises a few weeks ago. One student stated that they were "pioneers" in Port City's first on-site education classes. More enthusiastic groups you won't find. Food was everywhere. Students prepared and brought a favorite recipe in to share at the party. One student purchased enough fried chicken for the whole class. One of the classes wore white graduation caps and tossed them into the air after receiving the certificates. After 12 weeks, they all were ready to celebrate.

We have photos of each class on the next page....please turn over now.

The classes were held throughout the weeks in the a.m. and p.m. and each was especially proud of it's accomplishments wanting to stay together for the next round.

The level II math classes began last week and will continue for the next 12 weeks. All the students seem ready and anxious to continue to improve their skills for tomorrow.

We had a great write-up in the Catonsville Times after our Press Release a few weeks ago entitled "Printers master math, English skills." Several of our employees were interviewed and it made for some good reading.

SOLUTIONS....our quarterly newsletter edited by Amy Fleming of Personnel will be on the stands next week. This is Port City's employee involvement publication and if you'd like to be involved, call Amy.

FROM PIM MANAGEMENT BULLETIN--Why do so many people treat a doctor or hospital bill as though it were gospel and not subject to question?

When part of the payment of your doctor or hospital bill is disallowed because it is in excess of usual and customary fees, don't take that as a sign that the plan is ripping you off; take it as a signal that the provider might be overcharging. Refuse to pay the difference, demand explanations, and demand credit. If you notice that you are being charged incredible amounts for the service provided or being charged for services that were never provided at all, immediately question the provider.

In 1982 your odds of having a medical claim in excess of $30,000 were only one in 638. By 1987, however, the frequency had increased to one in 193. The odds of having a claim in excess of $50,000 in 1982 were one in 2,134, but five years later the chances of having such a large claim stood at one in 688.

These numbers clearly demonstrate the realities of medical inflation. We can slow this wild escalation by becoming smart consumers.

Printing Industries of Maryland and Southeastern Pennsylvania

PIM+SP Hi-Lites

Vol. 39, No. 2 Spring 1991

Industry Gets $240,000 Training Grant

Catonsville Community College and Printing Industries have received a special grant from the U.S. Department of Education to help industry employees improve their basic skills.

"Skills Today for Tomorrow" was developed by the PIM+SP Education Committee, headed by T.J. Manning of The Port City Press in Baltimore, with staff support from Catonsville and the trade association. With the $240,000, 18-month grant from the federal government, project faculty assess a company's workforce to determine need and then provide training in basic mathematics, communications, reading, writing, and problem-solving skills.

An important aspect of this training is its tailoring to the individual firm and its workers. The needs analysis, for example, looks at skills as they relate to critical job tasks, and the instructional program uses actual job materials. At the same time, however, the skills taught are transferable, so employees know how to apply their learning to any situation, not just the isolated tasks of their current job.

The program was developed because of a PIM+SP survey of members. An overwhelming percentage of respondents identified a need for such training in light of recent trends, including decreased basic skills of entry-level employees and technological advances in the industry.

The trade association's Education Committee evaluated a number of existing programs. PIM+SP Vice President Patricia Martin and Catonsville faculty members Gene Loflin and Nancy Renner then visited local companies, observing workers and meeting with managers to identify common training needs. Once the grant was secured, Catonsville hired Laura Weidner to coordinate the details of the project.

The model curriculum has two levels: basic skills, developing competence in mathematics, reading, and writing; and workplace skills, covering the print production process, problem-solving methods, the reading and writing of work specifications, and print-related mathematics. Classes meet for three hours per week for up to 38 weeks, half each on company and employee time.

Pilot classes will be offered at The Port City Press, for its own employees, and at Admiral Envelope & Printing Co. and the PIM+SP Education Center, Baltimore, grouping workers from smaller firms. Any company interested in the program is encouraged to call Pat Martin at PIM+SP, (301) 366-0900 or (800) 366-0908, to obtain details about the curriculum and about the benefits and responsibilities of the businesses and employees who take part.

David Jannotta, far left, demonstration manager at Heidelberg Eastern, explains a folder to students and instructors attending one of the PIM+SP Print Production Seminars held in Heidelberg's Columbia, MD, showroom in April and May. The seminars, designed for vocational-education students, aspiring artists and writers, and their teachers and advisors, drew participants from as far as St. Mary's County to learn about the latest production techniques and about career opportunities in graphic communications. Special thanks to seminar instructors Marcia Watcheski of Alpha Graphics, Tom Dauses of GraphTec, and Charlie McAree of Wolk Press and to the entire Heidelberg staff for sharing their expertise.

Monday Morning News

PORT • CITY • PRESS

May 11, 1992

IN-HOUSE COOKOUT...We're planning the get together on Thursday, May 21st. This will be our third "cookout" and we'll be planning more in the future.

There will be hot dogs, hamburgers, barbecued chicken, salads, desserts, and all the other things that make a good cookout. So leave the brown bag home that day and have lunch on Port City Press. We have arranged for each shift to be served during the regular lunch break as follows:

3rd shift - 3:30 a.m.
2nd shift - 8:30 p.m.
1st shift - 11:45 a.m.-
1:30 p.m.

METROPOLITAN rep Nickie Museles will be here on Friday, May 15th to help anyone who may be having claim problems. The schedule will be as follows:

6:00 A.M.
2:00 P.M.
4:00 P.M.

She will be available in the Library Conference Room during these times for any questions you may have.

Anyone who has a specific claim to discuss should bring their "explanation of benefit" form indicating the claim history. If you don't have the form, see Pat Schlottenmeier in Personnel. There are duplicates of all forms going back one year.

MAY GRADUATION...Students who are taking Critical Thinking Problem Solving and Workplace Math classes given by Catonsville Community College will have graduation exercises this week.

The 6:00 a.m. class is the largest with 22 students and each of the other 3 classes have 9 - 11 students each.

The News would like to congratulate all the students on the successful completion of the classes and we'll have photos in our next issue of all the graduates.

NEW CUSTOMER...Randy Seidel from D.C. Sales brings us Orion Direct Marketing. Jim Hoffner wins the Customer Service honors. Frank Whare was the Estimator and Paul Buono is the Book Engineer selection.

HOP ON THE BANDWAGON

SKILLS TODAY FOR TOMORROW

DID YOU MISS THE CATONSVILLE COMMUNITY COLLEGE ASSESSMENT BECAUSE:

You didn't know about it?

You were on vacation/sick when you were scheduled?

You decided too late to schedule?

or

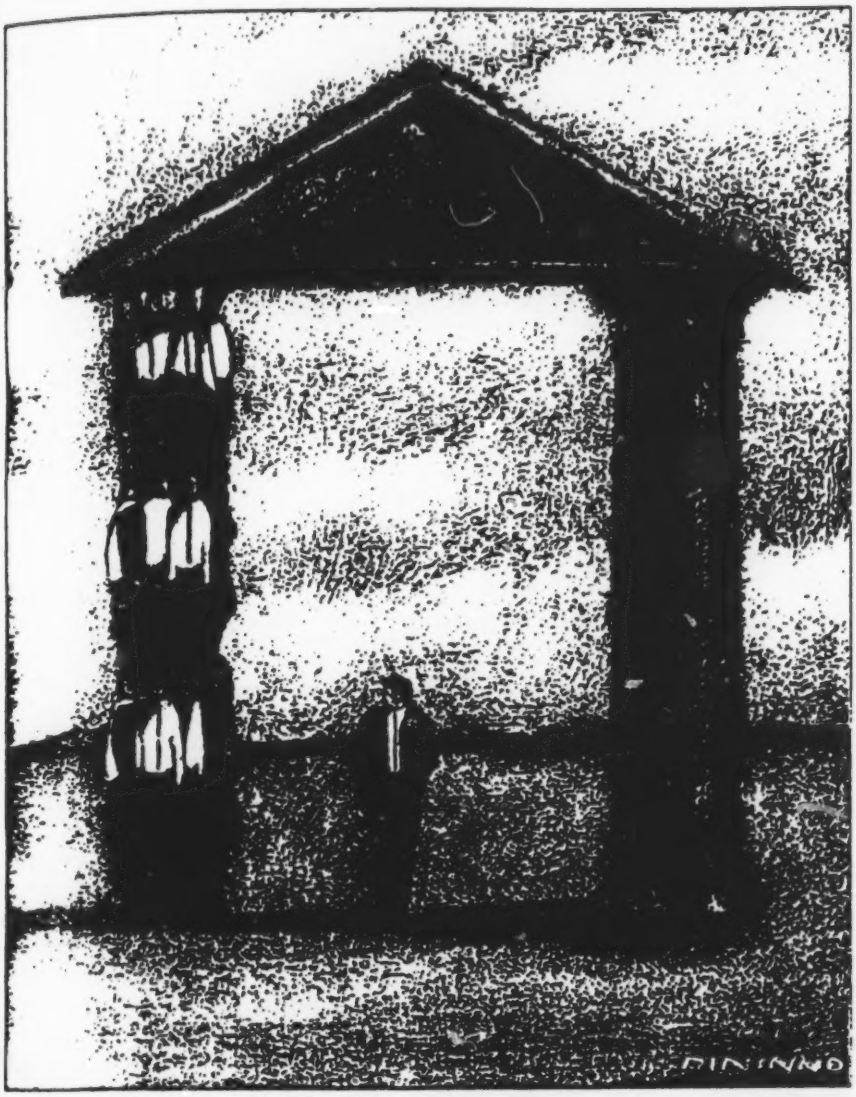
You were too busy to keep the appointment?

Whatever the reason, Catonsville is prepared to do a make-up session if we have at least 15 employees who are interested. If you are, sign below and give it to your supervisor. We need all responses in Personnel by this Friday, May 17th.

If you have any questions regarding the program, please contact Pat Schlottenmeier on ext. 296.

_____ _____

Name Department/shift



Steve Dennino

the Catonsville Community College in Maryland will offer the program to employees from printers in that area at a central location.

One of the first printers to hop on board the WorkPlace express was Moore Printing in Portland, Ore. Bill Moore, president and founder of the nearly 30-year-old company, is the kind of boss who believes "you can always learn". As a member of the NAPL advisory board for the WorkPlace program, he was eager to recommend his company become a beta test site. Happily, and as Moore suspected, his crew proved to lack no basic skills. (But if reeducation was needed, Moore would have seen to it.)

"Send me a man who reads." Moore remembers this old International Paper advertisement well, and uses it to emphasize the importance of an educated work force. The slogan seems to ring just as true now as it did then.

There are 25 employees on the Moore Litho payroll and many of these skilled workers are approaching their 20th year of service. Over time, there have been many technological advances at Moore, and while the company has no formal in-house training, employees have kept pace with the innovations by attending outside seminars.

The people who work for you become perhaps the strongest pillar of support the company has; isn't it in your best interest to train them properly?

Eight years ago, Moore Litho became the first company in the Northwest to install the Heidelberg CPC press with electronic computer control. Today there is not only electronic control in the pressroom at Moore, there is a complete electronic publishing division. That certainly took some retraining.

"In the last 10 years, technological changes have outweighed the changes that occurred over the last 50 years," says Moore. Today, the self-taught printer explains, it is not enough to know about printing; one must know computers as well.

The next generation of graphic arts employees are being hired right now, and for the small printer, with typically less of a turnover rate than a larger company, that means carefully screening the new hires for ability and computer literacy. "The skill levels of the people we hire now, and in the future, will have to match the computer industry," says Rich Bressem, president of Technical Printing, Sunnyvale, Calif.

At Technical, a short-run technical manual printer, most promotion comes from within the company. Bressem feels that the investment in training existing employees pays off. To keep up with industry innovations, Technical affords its employees the opportunity to attend classes at nearby Mission Junior College. "We recognize the people that are eager to learn and allow them the possibility to do so," says Bressem. Technical picks up the

THE CARL DIDDE work PLACE Program

MARCH 1992
NAPL MEMBERSHIP MAILING

The Carl Didde WorkPLACE™ Program Fact Sheet: Training Options

Q. Is there a way to train a few employees with the WorkPLACE™ Program materials without running the classes myself?

A. Yes, through a WorkPLACE™ Program Agreement. Working with your local industry or trade group, or educational facility, the Program Agreement offers you a way to provide your employees with WorkPLACE™ skills enhancement classes--on- or off-site, without doing it yourself. It gives you some implementation and presentation options you may not have considered.

Take for example the "Skills Today For Tomorrow" Group in Catonsville. A Baltimore-area community college joined with a local trade group and printing companies to provide essential skills training for employees in those participating companies. The college provided the instructors, the trade group provided the facility and offered the Program to its membership. Employees attend classes at their own company, at neighboring companies, or at the trade group's facility.

Another example is a New York-based trade group that is running WorkPLACE™ Courses as part of its evening school. Employees from all over the metropolitan area are able to participate at one of four locations.

Q. How can I benefit from the Agreement?

A. If you are a small company, it affords you a way to offer training to your employees, even if you can't do it in-house. If you're a larger company, you may want to share your training facilities and resources. Or maybe you just want your employees to be involved in training but can't find an instructor or the right material. It offers companies a way to alleviate some of the responsibilities of running courses in-house by working with other groups.

Q. What is the Carl Didde WorkPLACE™ Program?

A. The Carl Didde WorkPLACE™ (Work-related Print Learning And Career Enhancement) Program is a comprehensive, industry-specific, training program, consisting of course curriculum and support materials designed for improving skills in math, reading and writing, critical thinking and problem-solving and the graphic arts process. WorkPLACE™ was developed and copyrighted by NAPL, and jointly funded by NAPL and Didde Corporation.

Q. How do I get involved in a Program Agreement?

A. You can contact Susan Reif, WorkPLACE™ Program Manager, or Fern Dickey, WorkPLACE™ Program Assistant at our special WorkPLACE™ Information Hotline (1-800-258-7323), and we'll identify other companies in your area also interested in the Program. You can then approach your local trade group, voc/tech school or college and get them involved. (They're the ones who will supply the instructors and/or facility.) Or, you can have us make those connections too, and arrange the whole thing. The key is expressing your interest to us or them to get the ball rolling.

Q. How much will this cost?

A. The fees to you will be established by the school or trade group you are working with, but NAPL has set a limit on their pricing structure to ensure affordability to companies of all sizes.

Q. I'm interested, but I need more information about the WorkPLACE™ Program.

A. Call our WorkPLACE™ Information Hotline at 1-800-258-7323. We'll send you a comprehensive packet of material about the Program. At that time, we can discuss your interest in the Program Agreement, and begin identifying other companies in your geographic location. As we said, we're here to help you find the best way to bring WorkPLACE™ courses to your employees.

WorkPLACE™ Information Hotline
1-800-258-7323
The National Association of Printers and Lithographers, 780 Palisade Avenue, Teaneck, NJ 07666.

From Graphic Arts Distributors Newsletter, Fall 1992

MEETING THE CHALLENGES OF TOMORROW BY IMPROVING WORKER SKILLS TODAY

by Laura E. Weidner

Customer complaints? Overfilled spoilage bins? Entire jobs being redone? Recurring avoidable errors? Misinterpreted job jackets? Unclear directions? Frustrated supervisors?

Is this a familiar agenda for company meetings? It is probably no consolation but these problems continue to plague the graphic arts industry nationwide. Printing firms have begun implementing quality control, statistical process controls, job training, employee incentives, and any number of measures to combat this situation. However, the errors continue, despite many employers' best efforts.

This problem hit home in the graphic arts industry with the publication of a 1990 National Association of Printers and Lithographers special report, "Basic Skills in the Workplace: A Problem in the Graphic Arts." In that report, 83% of the respondents saw a need for work-based skills programs in the graphic arts industry. Employers acknowledged the reality that even good workers may have weaknesses in basic skills and those weaknesses can, and do, impact business. No one company needs to feel alone; it is clearly a problem across the industry.

What can an employer do to attack this problem? No matter how caring and concerned an individual manager may be, it is extremely difficult to approach and reach workers about basic skills problems. Competent employees are often reluctant to admit deficiencies in reading and other skill areas for fear of repercussions on the job. Even if an employee recognizes his or her need for help, seeking that assistance at the workplace can be an intimidating prospect.

In Maryland, the PIA affiliate, Printing Industries of Maryland and Southern Pennsylvania has taken an active role in combatting this problem. PIM+SP has joined forces with Catonsville Community College, a Baltimore County community college, and created **Skills Today for Tomorrow**, a work-based skills enhancement program for PIM+SP member companies. **Skills Today for Tomorrow** has been developed under a $240,500 1991 U.S. Department of Education National Workplace Literacy Grant.

Since May 1991 over 570 industry employees representing eight different companies have been assessed to identify basic skills deficiencies. Of those assessed, nearly 70% have indicated a need for basic skills instruction. Approximately 90% of the individuals indicating need have signed up for classes. Other printing companies continue to seek involvement in the project. Industry response to-date has already far exceeded original expectations.

The business/education partnership which created **Skills Today for Tomorrow** draws on the strengths of each partner to engender success. PIM+SP effectively reaches member companies and informs them of the program, while Catonsville Community College develops, manages, and delivers

the instruction. There is no need for companies to scramble around looking for quality basic skills instructors and job-specific curriculum. Printing companies can access the college's experience and record of quality instructional programs and the association's marketing and public relations expertise instead of relying on in-house resources. This combination of business acumen and educational expertise allows the program to thrive, despite the current economic climate.

Skills Today for Tomorrow has been developed under a federal grant program and it has clear implications for the graphic arts industry nationally. The program model developed in this project is replicable in both large and small printing companies anywhere in the United States. The curriculum has demonstrated its applicability in many kinds of firms, ranging from book printing to label printing and binderies, among others. Instructors modify the curriculum to some extent at each site to fit the needs of that company, making it viable in virtually any company.

Is this program working? There is little doubt about its success among both the program participants and their employers. Test scores are showing dramatic improvements in participants' skill levels. Competency levels are increasing as demonstrated by each individual's competency mastery profile. Managers and supervisors report a more positive attitude exhibited by program participants when they are back on the job, as well as an increased willingness to participate in more complicated tasks and decision-making on the job. Other supervisors tell of tasks which are being done quicker and more efficiently as a result of employees learning (or re-learning) basic principles of mathematics and reading.

For more info, contact Laura E. Weidner, Skills Today for Tomorrow, Catonsville Community College, 800 South Rolling Road, Baltimore, MD 21228 or call 410-455-4501.

PIA-SC/CSULA VENTURE

The Printing Industries Association Inc. of Southern California (PIASC) and California State University--Los Angeles (CSULA) have created a program offering students of PIASC's continuing education program college credit for selected classes.

This program, to be implemented during the spring 1993 session, will be offered for the Supervisory/Leadership Skills, the Introduction to Printing Technology, and the Financial Management for the Graphic Arts classes. CSULA accepted the course outlines which were recently developed for GAIA and its affiliate associations.

The college credit earned for these classes can be used to satisfy general education class requirements. Though these college credits cannot be used to satisfy core class requirements for a degree in Printing Management, PIASC's Education Committee is still excited about this opportunity which will enhance the credibility of PIASC's continuing education program.

FINAL EVALUATION REPORT

FOR

SKILLS TODAY FOR TOMORROW:
A WORKPLACE LITERACY CONSORTIUM
FOR THE PRINTING INDUSTRY

CONDUCTED UNDER DEMONSTRATION GRANT #V198110280
FUNDED by the ADULT EDUCATION ACT
NATIONAL WORKPLACE LITERACY PROGRAM

BY

R.G. WASDYKE & ASSOCIATES

ANNAPOLIS, MARYLAND

FEBRUARY, 1993

SKILLS TODAY FOR TOMORROW

A WORKPLACE LITERACY CONSORTIUM

FOR THE

PRINTING INDUSTRY

FINAL PROGRAM EVALUATION REPORT

GRANT NUMBER: V198A10280

I. INTRODUCTION

Catonsville Community College in partnership with Printing Industries of Maryland and Southern Pennsylvania (PIM+SP) has established a partnership to provide job-specific work-based education for individuals employed in the graphic arts industry in the greater Baltimore metropolitan area. The project involved the design, development and implementation of curriculum to provide persons in need of remediation with the basic reading, writing and mathematics skills within the context of their jobs.

Seven (7) employer sites were involved in the project. In total 231 individuals employed in the graphics arts industry participated in the project. These individuals received multiple instructional interventions at three levels. Assignment of individuals into the various levels of treatment (remediation) was accomplished using the CASAS appraisal system.

Curriculum materials developed under this grant are competency based. Strategically, a task analysis approach was used to identify those literacy competencies of importance to the employers and sites participating in the project. A review of the materials developed indicates substantial use of job aids, reference as well as other job related materials in the development of the curricula. In Level I instructional intervention lasted for 48 hours spread over 12 weeks. Level II ranged between 36 and 48 hours.

II. EVALUATION APPROACH

A third party summative/outcome evaluation has been conducted by R.G. Wasdyke and Associates. Staff from Catonsville Community College collected all evaluation data during the course of the 18 month project. R.G. Wasdyke and Associates assisted staff by reviewing data collection plans and instruments. Data reduction and analysis was conducted by the evaluator.

QUESTIONS ADDRESSED

1. To what extent did project participants meet projected performance objectives?

2. What were the job related characteristics of project participants?

3. What were the background characteristics of project participants?

4. What were the opinions of supervisors regarding improvement of participants communications skills, productivity, attendance, self esteem, and safety practices?

1. PERFORMANCE OBJECTIVES

Two major indicators were used to determine the extent to which participants increased their basic reading, mathematics and writing skills. Participants were pre- and post-tested using the appropriate form (level) of the CASAS assessment system. Second, participants were likewise pre- and post-tested using job-specific competence measures.

As shown in Table 1 below, pre-test and post-test scores on CASAS were virtually identical. An increase in the post-tests standard deviation suggests a greater variability in scores.

Table 1
CSAS Pre- and Post-test Scores

		PRE-TEST	PRE-TEST	POST-TEST	POST-TEST
		MEAN	STAN.DEV.	MEAN	STAN.DEV.
READING		235.38	8.46	231.78	34.29
MATH		224.58	11.657	229.97	25.56

In contrast, participants demonstrated a much different pattern of growth as indicated in tables 2 and 3.

Table 2
Competencies Attained by Participants
Level I

	PRE	POST	DIFF.	%PERCENT	MAX	%PERCENT
READING	4.7	8.3	3.6	76.60%	11	75.45%
MATH	2.7	7.8	5.1	188.89%	13	60.00%
WRITING	3.3	5.6	2.3	69.70%	8	70.00%
TOTAL	10.7	21.7	11	102.80%	32	67.81%

On average, participants doubled the number of competencies they had when they came into the program. They increased the most in mathematics (188.89% increase) and least in writing (69.70% increase). Overall, participants achieved 67.81% (21.7 competencies) of the maximum of 32 competencies included in Level I.

Table 3
Competencies Attained by Participants
Level II

	PRE	POST	DIFF.	%PER-CENT	MAX	%PER-CENT
LEVEL II						
MATH	3.4	11.7	8.3	244.12%	14	83.57%
COMMUN.	3.8	7.8	4	105.26%	9	86.67%
CRITICAL	1	4.5	3.5	350.00%	5	90.00%
TOTAL	8.2	24	15.8	192.68%	28	85.71%

Table 3 above also indicates that Level II participants demonstrated growth in competencies attained following instructional intervention. Level II participants about tripled the number of competencies they had based on a comparison between pre- and post-test scores.

Based on the preliminary results above the CASAS assessment system appears not to be sensitive to the instructional intervention delivered under this grant. Although not as psychometrically robust as the CASAS system, highly contextual performance measures certainly appear to be more sensitive to treatment.

2. JOB RELATED CHARACTERISTICS

Approximately 75% of the participants were employed in three sites; Port City Press (40.7%), Bindagraphics (14.29%) and Waverly Press (20.35%). Admiral Envelope and Alpha Graphics represent one site.

Table 4
Project Sites

	NUMBER	PERCENT-AGE
PORT CITY PRESS	94	40.69%
BINDAGRAPHICS	33	14.29%
ADMIRAL ENVELOPE	2	0.87%
ALPHA GRAPHICS	10	4.33%
AM TRADE BINDERY	17	7.36%
WAVERLY PRESS	47	20.35%
MD COMPOSITION	9	3.90%
GAMSE LITHO	19	8.23%
TOTAL	231	100.00%

Participants on average worked for the above graphic arts employers for about 10 years. They possessed about 14 years of experience in the printing industry.

Table 5

Participants Work Experience

	MEAN	STAN.DEV.
YEARS WORKED AT COMPANY	9.7	7.9
YEARS IN PRINTING INDUSTRY	13.8	10.5

3. BACKGROUND CHARACTERISTICS

Gender stereotyping in the graphic arts industry in the greater Baltimore area appears not be an issue. Almost 60% (58.4%) of the project participants were females.

Table 6
Participants Gender

	NUMBER	PERCENT-AGE
MALE	97	41.63%
FEMALE	135	58.37%
TOTAL	231	100.00%

Almost two-thirds of participants were white and slightly less than one-third were African Americans.

Table 7
Participants Ethnicity

	NUMBER	%PERCENT
HISPANIC	1	0.43%
AFRICAN AM	82	35.50%
NATIVE AM	2	0.87%
ASIAN	1	0.43%
WHITE	145	62.77%
OTHER	0	0.00%
TOTAL	231	100.00%

4. SUPERVISORS OPINIONS

Supervisors reported no change in participants with respect to communication skills, productivity, attendance, self esteem and safety practices. Because the typical participant has worked for the employer for about 20 years it may be unrealistic to expect changes in performance. Also, it is likely that low performing employees have been terminated from employment and supervisors are satisfied with performance on these attributes.

Table 8
Supervisors Opinions of Participants

N=145	MEAN	STAN.DEV
COMMUNICATIONS	2.46	0.66
PRODUCTIVITY	2.36	0.64
ATTENDANCE	2.77	0.65
SELF ESTEEM	2.29	0.64
SAFETY	2.89	0.67

Scale:

1= Substantial Improvement
2= Some Improvement
3= No Change
4= Some Decline
5= Does Not Apply

SUMMARY OF FINDINGS

1. The use of the CASAS assessment system for measuring growth in basic reading, math and writing skills may not be appropriate. The preliminary results reported herein suggest that CASAS is not sensitive to treatment as conducted by Catonsville under this grant.

2. Further, since the CASAS appraisal test is also used for assignment into various instructional intervention levels its continued use should be investigated.

3. The results included in Tables 2 and 3 in particular indicate that the curriculum materials developed and subsequently implemented under this grant are capable of generating the desired outcomes of improvement in workplace literacy skills.

4. While recognizing that this project was implemented using intact groups of employees the paucity of hispanic and Asian participants strongly suggests that outreach is needed to increase these groups representation in the graphic arts industry.